

Brighton poly may get £3m improvement

by David Hencke

The Department of Education and Science may have to give priority to its limited capital budget for Brighton Polytechnic after a critical report from the Council for National Academic Awards on its students services and library provision.

East Sussex County Council will be asked on May 18 to approve spending of more than £3m, including £500,000 on books, over the next five years to improve facilities at the polytechnic.

The CNAA report, which follows a quinquennial review of the polytechnic last year, says that "the inadequacies of the polytechnic's accommodation were such that its further development might have to be seriously curtailed unless more could be provided and staff and student conditions considerably improved".

Among the deficiencies the report cited were:

- anxiety about the provision of workrooms for academic staff
- "deplorable" accommodation for students services, the students union and the students themselves
- shortage of large lecture theatres
- the lack of residential accommodation for students, considering only 20 per cent were home based.

The report is particularly critical of library provision in the polytechnic. The library has too few reader places, inadequate shelving and staff work rooms, and insufficient library facilities is said to be even noticeable in the polytechnic's new resources building. The polytechnic also has an inadequate acquisition fund for books and too few staff.

"The current learning resources facilities were so inadequate that unless some considerable improvement was made, further develop-

ment of courses and the provision of new courses would be in jeopardy."

The CNAA found that the polytechnic had a present library staff to student ratio of 1:130 compared with the Library Association's recommendation of 1:75 and the general polytechnic target of 1:50.

The council proposes a five-year plan to remedy the situation, starting with the immediate appointment of 25 extra library staff and the spending of £222,500 on books and teaching materials this year.

A capital building programme of £2,865,000 is proposed between now and 1979, including adaptation of existing buildings, purchase of former office blocks and the building of new student residences.

The new learning resources centre, due to open in the autumn, will, says the council, provide better teaching accommodation and facilities for students. The merger with Brighton College of Education will also add 470 residential places to the polytechnic stock.

The CNAA also criticized the limited provision of communal facilities, sports facilities and per-son careers and welfare services for students.

East Sussex believes that the merger with the college will improve both counselling and sports facilities since the college at Falmer had superior facilities to the polytechnic.

"The sports fields at Falmer are considered to be sufficient to provide for the needs of 4,400 students—the target for 1980", says the report.

The council will be asked to approve the proposals and to investigate the provision of a new rail halt at Moulesmead to help student transport.

Single site hope dashed at Liverpool

Liverpool Polytechnic's hopes of bringing together all its buildings on one site were effectively dashed last week when Liverpool City Council voted not to buy a part of the Albert Dock warehouses, the site planned for the polytechnic.

The decision comes after three years of negotiating between the polytechnic, the council and the Department of Education and Science, to bring the 19 parts of the polytechnic together.

A senior officer of Liverpool City Council said this week that it was a political decision but was not prepared to comment further.

The Albert Dock warehouses were picked out of 22 sites in 1973 as the most suitable for coping with the planned expansion of the polytechnic, at that time to 10,000 students, by a joint policy committee of council and polytechnic representatives.

Delays arose from rising costs, changes in student targets (now 6,000 by 1981), the merging of the polytechnic with two colleges of education, which made a unified polytechnic an impossible aim, and the effect on the site of the Albert Dock basin being made tidal.

The Department of Education and Science last month finally authorized £3m worth of building to start in the current financial year phase. The whole project is estimated to cost about £25m at December, 1975 prices.

But according to Mr Kenneth Antcliff, director of education, this would lead to the part of the polytechnic which is housed in the new building being isolated from the rest of the polytechnic for perhaps as much as 50 years. "And this would be a very undesirable state of affairs."

Members of staff are eligible, subject to conditions, to contribute to an attractive annual scheme and to participate in a purchase plan. Reimbursement of travel and removal expenses is made on a generous basis. Leave conditions are similar to those in comparable tertiary institutions.

Applications will close on 30th May, 1976, with the Agent-General for New South Wales, 88 St Strand, London, from whom additional information can be obtained.

Presidents oppose French university reform plans

By a 35 to 26 majority French university presidents this week called on the Government to withdraw its proposed controversial reforms of the second cycle of university education.

The move follows widespread protests and demonstrations by students over the past weeks. The reform would mean many more job-orientated courses in universities at the expense of humanities subjects.

Students are claiming that this would bring the universities much more under the influence of business interests. And academics are worried about fewer humanities jobs.

Yesterday (Thursday) President Giscard d'Estaing was due to hold a press conference to explain the Government's attitude to the protests.

Feature: page 7

Wage threat poll

continued from page 1

of the possible sanctions compared with 29 per cent of men.

As reported from the teaching experience survey, the majority of teachers were 26-40 years of age. Half over 40 per cent of teachers would not accept a 10 per cent or less pay rise. The majority of teachers would accept a 10 per cent or more pay rise.

It is, however, unlikely that more than a few per cent of people in this category would participate in Government work of any significance.

NEXT WEEK

Sussex University Laboratory equipment

Myrcenean World

German comprehensive universities

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Overseas continued

RIVERINA COLLEGE OF ADVANCED EDUCATION
WAGGA WAGGA, NEW SOUTH WALES

DEAN
SCHOOL OF BUSINESS
AND LIBERAL STUDIES
(SALARY: \$A25,955)

The Dean (Keith Swan, B.E.M., M.A.) has notice of his intention to retire, and the College now seeks a successor. The School comprises an academic staff of about 55 in four departments:

ACCOUNTANCY AND MANAGEMENT
HUMANITIES AND SOCIAL SCIENCE
CREATIVE AND PERFORMING ARTS, and
LIBRARY AND INFORMATION SCIENCE

Courses are offered at Degree, Diploma, Associate Diploma levels in Accountancy, Administration, Librarianship, Applied Arts (Craft, Art, Photography, Graphics, Drama and Music), Industrial Relations and General Studies. The School also has an important service in courses offered by other schools of the college.

The successful applicant will have academic, administrative and professional experience in some fields appropriate to the work of the school and be committed to vocational education and be able to provide effective leadership in a college that enrolls full-time, part-time and correspondence students.

The Principal of the College will interview some applicants during August/September in England. The selection will be completed in October and the successful applicant will be expected to start on duty within six months.

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Western Australian
Institute of Technology

MINING ENGINEER
VISITING FELLOW

A short-term appointment opportunity has arisen for an academic or industrialist to assist in the development of undergraduate mining engineering courses.

The appointee will be involved in the organisation of seminars to discuss teaching approaches and the development of suitable laboratory and field work.

Applicants should possess a degree in Mining Engineering or a related discipline and have teaching experience at a University or equivalent institution. Extensive industrial and/or research experience will be highly regarded.

A salary will be determined within the range £11,372-£13,218 (at the current rate of exchange). Salary is payable in Australian dollars. The commencement date and duration of appointment will be negotiated.

The appointment will be to the School of Mining & Mineral Technology located at Kalgoorlie, 560km east of Perth. Kalgoorlie lies in an extensive and richly mineralised zone with gold and nickel in current production and proven deposits of uranium. The regional population is 30,000 and is well served by road, rail and air transport. A house will be provided at a subsidised rental and return air fares for appointee and family will be payable.

Detailed applications including a curriculum vitae and names of three referees should be submitted not later than 14th May, 1976, to the Migration Liaison Officer, Western Australia House, 11a Strand, London WC2R 0AJ.

When applying please quote reference No. HES.

Higher Education SUPPLEMENT

May 7, 1976. No. 237 Price 15p

University validation standards easier than CNAA, say polys

by David Hencke

Many college and polytechnic directors believe that universities are relaxing their validation standards to enable former colleges of education to start new arts and science degrees.

Although unwilling to go on public record, they are saying privately that universities are lowering academic standards by approving degree courses that would have been rejected by the Council for National Academic Awards—an accusation the universities strongly deny.

The evidence being quoted is the growing discrepancy between the validation of courses by universities and the CNAA.

Not a single course submitted by a college of further and higher education has been approved by the CNAA. Yet at least 12 of the 35 universities in England and Wales have approved or are in the process of approving new college degrees.

In London and the south-east, students entering former colleges of education in September will have a choice of 236 degree programmes in 20 different institutions, all leading to a University of London arts or science degree.

At present there are 15 proposals before the CNAA, said this week that courses submitted from former colleges of education tended to fall into three categories:

1. New courses where colleges had merged with polytechnics. A number of these had been approved, including some at Middlesex, Glamorgan, Oxford, Sunderland and Trent. In all these courses, staff in the former colleges had participated in preparation of new courses.

2. There had been no approvals for courses from colleges remaining independent or for colleges merging with other institutions tended to be of a lower standard than those from former colleges of education.

3. There was a distinct possibility that the situation could change next year, since the CNAA was examining detailed proposals from Worcester, Bournemouth, King Alfred's Winchester, and Avery Hill.

Proposals from colleges merging with other institutions tended to be of a lower standard than those from former colleges of education.

Many of the universities considered proposals available at colleges to give students a wide range of choices.

Dr Kerr said that there were two points to be made about university and CNAA validation.

"There is a major difference in the standing of an institution after it has been validated by a university and the CNAA. Once a course has been approved by the CNAA, an institution is normally left to run its own course without further consultation."

Many universities practice a different policy which would include continued help and supervision after approval had been given, often reflected in the different scale of fees charged by universities and the CNAA.

The CNAA had found that there were differences in the abilities of college staff to run degree courses outside teacher education, particularly regarding resources.

"Whereas we have found that college staff are experienced in designing education courses, we have found that not all are as experienced in planning BA courses. We are confident, however, that those colleges which succeed in planning these courses will be the first to admit that the awarding of a BA degree has been worth while."

Dr Kerr added, however, that the difference between the awards of degrees to colleges by universities and the CNAA was becoming a matter of great public interest and concern.

The Department of Education and Science denied this week that any approach had been made to it from the Commission over being taken to court. The issue was highly complex and the department was discussing the legal implications, a spokesman said.

Wade to succeed Joseph Needham

Professor Henry Wade is to become master of Gonville and Caius College, Cambridge, in October in succession to Dr Joseph Needham, the biologist and sinologist Professor Wade, aged 58, who holds the chair of English law at Oxford, was a student at the college in the 1930s.

Lord Fulton emphasized the need to underpin a European Civil Service. Speaking as original and imaginative as the Oxford Rhodes experiment of the first decade of the twentieth century was necessary to help in this.

Lord Fulton added: "Let the fearful take comfort from the fact that 70 years have come and gone without creating a uniform Atlantic man related to neither John Bull nor Uncle Sam. The prospect of a bogey European man without roots in any of the diverse national cultures comprised within the European Community are unlikely to be better."



Not so fast, young man—I'm stricter than your father.

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EEC threatens court action on fee rises

by Frances Gibb

The European Economic Community is threatening to take Britain to the European Court at Luxembourg over its proposals to raise fees for 60,000 overseas students by nearly a third in September.

The possibility was raised at a meeting last week between the EEC commission, the Council for Education in the Commonwealth and the United Kingdom Council for Overseas Students Affairs, an article in *The Times* revealed this week.

It is thought that the proposed increases might be an infringement of the Treaty of Rome, in spirit if not in letter, in that they would hinder free movement within the community.

The issue of Britain's raising fees on degree courses to £416 and possibly later to £2,000 a year has been under discussion for some weeks at the European Parliament. Answers from Dr Guido Brunner, the education commissioner, to Lord Roper and Lord Cledon in the European Parliament revealed that the EEC was very concerned about the increases, and particularly about British students resident in Britain for under three years being regarded as overseas students.

It was feared also that if Britain raised its fees for other EEC members, they might retaliate and fee increases escalate.

The question is to be discussed by the European education ministers in the autumn and at a meeting of social affairs ministers next month called to consider the status of migrant workers' children, who are guaranteed equal treatment within the community.

Lady Pickthorn, liaison officer for the Council of Education in the Commonwealth, who was at the meeting with the Commission, said the suggestion of taking Britain to the EEC court was raised when Mr Gunter Schuster, director-general of the Education, Science and Research Commission, had asked how the EEC could help.

She added that the proposals to raise fees also infringed the Lomé Convention, under which old and developing countries of the Commonwealth and countries of the old French empire had special status in the eyes of the EEC.

The EEC had had numerous letters from developing countries and also from Canada, which had a big programme of aid to developing countries, pleading with the Council to reimburse with the British Government over the fee proposals.

An overseas student charged £2,000 a year for a course would be paying about £5,000 a year, including his accommodation and living expenses, she claimed.

The Department of Education and Science denied this week that any approach had been made to it from the Commission over being taken to court. The issue was highly complex and the department was discussing the legal implications, a spokesman said.

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Lord Crowther-Hunt on DES planning



In the first of three articles, Lord Crowther-Hunt says the DES concept of planning is negative and passive, 7

Modern languages Philip Brady on Brecht, and Nigel Reeves on Hölderlin are among the contributions to four pages of reviews, 18-21

Imagination A. D. Nuttall on Mary Warnock's new book, 15

English art Stephen Bann discusses the British Council's Milan exhibition, 11

Local control John Pratt argues against establishing a Further Education Grants Committee, 9

Anthony Kelly The new vice-chancellor of Surrey University talks to Alan Cane, 8

American studies David Adams looks at a flourishing industry in Britain, 9

Black sociology Bernice Martin on two views of the black as underdog, 16

Don's diary	5
Courses	6
Noticesboard	10
North American news	12
Overseas news	13
Letters	14, 27
Books	15-21
Classified index	22

Government criticized for approach to adult literacy research

by Frances Gibb

The terms of reference for Government-sponsored research in adult literacy showed a crass misunderstanding both of the campaign itself and of adult education in general. Professor H. A. Jones, professor of education at Leicester University, told a conference in London last week on research problems in adult literacy.

He was referring to the three aims of the steering committee, of which he is chairman, set up by the Department of Education and Science last year to research into some aspects of the adult literacy campaign.

The aims, to investigate the role of broadcasting, the effects of using a range of media in teaching and the subsequent benefits of literacy, reflected a crucial attitude on the part of the Government, he said.

"What the Government is doing is not to promote the education of the disadvantaged. It is saying: 'There is a section of the population where there is a lack of a specific and identifiable skill which we can help'."

It could have been any skill, Professor Jones said. The Government had not conceived the campaign as an open-ended educational venture. It was not simply concerned with diagnosing the lack of a specific skill in this case, not being able to read, he said.

It was concerned rather with an intrusion—which needed very careful moral and ethical justification—into private lives in an attempt to reach the underlying causes of illiteracy. "Here, if ever, is a classic case where all the traditional aims of empirical research do not apply."

The inappropriateness of traditional methods of research was one of the conference's main themes. It was organized jointly by the National Institute of Adult Education and the Cambridge Institute of Education and was the first to be held on the subject.

Dr John Holmes, research associate at the NIAE, argued that the traditional methods of research might provoke hostility among adult literacy students. A second problem was that such hostility might not always be obvious.

He proposed an informal interview with the emphasis on the interviewee's definition of what was relevant, and on the background meanings that statements had for him.



Mr Barry MacDonald, of the Centre for Applied Research in Education at the University of East Anglia, reinforced this case, saying that research in adult literacy might best not be termed "research".

"It would do us no harm not to talk about doing research or claim to be doing it, but to say we are doing some investigation or data-gathering activity which is more modest than research."

The other main point of discussion at the conference was relationship of researchers with practitioners. Both were represented at the conference, but many participants were engaged in both roles.

Mr Alan Tuckett, principal of the Friends Centre, Brighton, a voluntary grant-aided adult education centre, argued forcefully that research and practice should not be separated.

Mr Donald Moyle, reader in education at Edge Hill College of Education, Ormskirk, made a similar point, saying that those who applied tests to students should always be the tutors involved in teaching them.

Summing up, Mr William Dovey, director of the Adult Literacy Resource Agency, the body in charge of distributing the Government's grant, foresaw the agency providing a link between practitioners and researchers.

In the next two years, the agency would promote an advisory network throughout the country through which the exchange of views by practitioners in close association with those undertaking research, would be encouraged. The agency would try to formalize this process.

Birmingham defends drop in academic spending

by Sue Reid

Birmingham University has revealed that spending on academic activities, as a proportion of the whole budget, dropped by 3.6 per cent between 1973 and 1975.

The figures are outlined in the latest edition of the university's *Bulletin*. They show that in the financial year 1973-74 76.4 per cent of total expenditure was devoted to academic purposes but in the following financial year the figure dropped to 74.8 per cent.

The *Bulletin* article explains: "Concern has been expressed in some quarters at the apparent decline in the academic spending at Birmingham. The reason is not a major increase in non-academic activities but the varying rates and incidence of inflation coupled with the 12 month delay in implementing part one of the salary award to academic and equivalent staff."

It goes on: "If this increase had been paid in October 1974 the academic expenditure for 1974-75 would have been 76 per cent of the total."

The corresponding average figure for academic expenditure at six universities in 1973-74 was 74.3 per cent, two per cent less than at Birmingham, the article points out. It says that no comparable

figures are yet available for the following financial year.

According to the *Bulletin*, Birmingham's costs in the non-academic areas, but excluding academic areas, was a higher percentage of total than at any other of the universities scope for further reductions.

"Nevertheless staff salaries have been effected in line with target of 10 per cent per annum. Staff costs rose in 1974-75 by 10.5 per cent, a significant increase in the volume and complexity of administrative work load, and 13 clerical posts have been established and regraded in versions from full to part-time also taken place."

"Every vacancy in the department is frozen and approval for replacement only if it is shown that an emergency existing resources by the department."

"Unlike some academic departments where flexibility is usually possible, the department has an irreducible minimum time-scale."

Student homes' hopes brighter

by David Hencke

Students will have more chance of local authority accommodation following changes in Government subsidies for student housing announced by the Department of the Environment last month.

Mr Christopher Price, parliamentary secretary to Mr Mulley, Secretary of State for Education, gave details of the scheme to the annual conference of the Association of University Officers at Oxford Polytechnic.

It has been agreed that students who cannot be accommodated by their parents, and who do not live at home, will be eligible for subsidy or grant provided they contribute to meeting the cost of their accommodation.

The council had agreed to validate these courses from last year where appropriate without making it a condition that they should be revised in line with all TEC requirements. Instead they would now be expected to revise their courses over a period of time and then win re-approval.

The main source of TEC income in the future would be through student registration fees, the report added. The TEC aimed to increase its income progressively as its programmes and services were introduced, so lessening the grant paid by the Government. In 1974-75 the total £230,249, £140,000 more than the previous year.

Few graduate teachers idle

Only a very small number of graduate teacher training failed to be offered posts last year, according to a survey by the Sussex University Occupational Advisory Service.

The survey, taken at 21 universities and polytechnics, found only 2.4 per cent of all applicants failed to be offered a post.

A total of 1,136 students in the postgraduate training scheme applied for posts, the survey found, with 1,096 successful.

The success rates, in percentage of applications, were: 93 per cent for primary, 89 per cent for secondary, 81 per cent for further education, and 81 per cent for other posts.

Four main problems in the postgraduate training scheme were highlighted: women needing to find part-time jobs; men needing to find accommodation; and local authorities needing to find part-time jobs.

The survey concluded: "The situation in 1976 is almost identical to that in 1975. A birth rate falling even faster than was expected, a shortage of housing, and a very serious financial situation in the universities are leading to a situation where the supply of teachers is in excess of demand."

The survey was prepared by the Sussex University Occupational Advisory Service, a voluntary body set up to provide training opportunities.



Left: the "duck". Right: in action, producing 5lb psi water pressure.

'Duck' shares £1m wave power grant

by Alan Cane

The Department of Energy is spending £1m on a two-year feasibility study of wave power as a source of energy. A substantial share of the grant will go to Edinburgh University and Lancaster Polytechnic.

Both institutions are developing models of the "Salter duck" concept pioneered by Mr Stephen Salter of the department of mechanical engineering at Edinburgh.

Mr Salter's device consists of a floating duck-shaped vane which rocks to and fro under the action of the waves. The duck's motion can be converted into electricity by a number of ways.

The Edinburgh study has been in progress for about 18 months, and the project is already ahead of schedule. Mr Salter said this week. He hopes to have a prototype one-tenth scale model working in the Firth of Forth inside two years and from that point it might be another nine or 10 years before a commercial prototype could be developed capable of producing electricity for the national grid.

Mr Salter is confident that his team has solved the problems associated with the efficient design of the duck; he sees the main challenges ahead as the problem of building a machine that will be economically competitive and able to survive the hazards of the open sea.

Both the Edinburgh and Lancaster teams are string-

ing ducks together in long chains; what they have to discover is how the backbone of the chain will stand up to marine conditions.

The Lancaster team under Dr Norman Bollenay, head of the department of electrical and electronic engineering, claim a world first. Their scale model of a duck chain has produced electrical power while floating on Draycote reservoir near Rugby, the first time, it says, that power has been produced from the waves with this device outside a laboratory.

The actual power output is quite modest—theoretically it should reach 30 watts compared with the 30-50 kilowatts per metre of duck chain that will be required from a commercial duck chain. The Lancaster group is confident it will have a commercial version working within 10 years. The polytechnic is undertaking the project in conjunction with Sea Energy Associates, a company controlled by Ready Mixed Concrete (UK) Ltd.

The models which will be used for testing the concept will vary from one hundredth scale to one quarter scale. Each duck in the commercial string will be between 10 and 15 feet in diameter. Calculations suggest that a commercial duck chain could extract 40,000 kilowatts from one kilometre of wave—enough to meet the power needs of a town the size of Rugby.

OU agrees joint teacher training scheme with poly

Birmingham Polytechnic and the Open University have agreed a joint teacher training scheme for mature students.

It will enable students at the polytechnic to gain five of the six credits needed for an Open University degree at the same time as a teaching certificate.

The scheme is the second agreed between the Open University and a teacher training institution. The first was a pilot scheme with Milton Keynes College of Education, which from January next year becomes permanent.

The course starts in September at the polytechnic's Boreley site, the Open University's Boreley Education Centre. From the following January students will study an Open University foundation course in either the humanities or social sciences and a second-level course in education.

Students will be assessed by the polytechnic for their teaching certificate. If this work over three years is up to a level approved by the Open University, they will receive three credits.

The Open University courses in education will be completed by the end of the third year at the polytechnic, this gaining another two credits. By the November of that year, after leaving the polytechnic, they could have completed the sixth credit.

Foundation of local authority urban planning attacked

by David Walker

A major attack on the basis of local authority planning as it has grown up since the Second World War was launched this week by a senior geographer from London University.

In a lecture delivered to the Royal Geographical Society, Miss Alice Coleman, reader in geography at King's College, London, said her survey of land use had shown that despite the growth of a vast network of controls by local councils, the destruction of farmland and the proliferation of "ribbon development" and sprawl around towns and cities was no less than in the 1930s.

In cities a major reason for the failure of local authorities to provide an adequate stock of housing appeared to be widespread premature demolition. One category of land use which was rapidly increasing was that of waste land, common in what Miss Coleman called the "rurban" fringe.

Miss Coleman's findings are based on the Second Land Utilization Survey, which has repeated the methods of a survey completed in the early 1930s by Professor Sir Dudley Stamp. One of the results of Professor Stamp's work was the establishment of comprehensive planning machinery to control development in 1947.

Miss Coleman said: "When I started the Second Survey—in the early 1950s—although I had already found evidence of ribbon and fringe development, it was getting markedly more extensive."

She recommended that so-called "trend planning", at present operated by town halls, be replaced by environmental planning. For instance, instead of responding to the growth of motor cars, and simply building more roads (and encouraging further growth in the same direction), planners should try to preserve other options, like walking, and look at the total set of benefits from the various options in the environment.

At other the DipHE has been designed as part of a degree course and a student may leave after two years or study for one more year for a degree.

Although students may specialise in one or two subjects on some courses, the common pattern is to choose several subjects from a wide range.

Choice of subjects is important because it will affect further study after the DipHE course, the leaflet says. If the DipHE syllabus is not relevant to the degree course a student chooses, he may be given only the year's credit available free from the Department of Education and Science, Room 1/27, Rotten Row, London SE1 7PH.

The Council for National Academic Awards and the Committee of Directors of Polytechnics may work together on a new approach to vocational courses as a result of informal discussions held last week.

The talks were between Dr Edwin Kerr, CNAA chief executive, Sir Michael Clepham, CNAA chairman, and the CDP. They formed part of the CDP's annual business conference, held this year at the Anglian Regional Management Centre, Essex.

The chief theme was the role of higher education in the economic recovery of the country and in addition to Dr Kerr and Sir Michael, the directors talked to Lord Melchett, minister of state at the Department of Industry, Parliament. White Paper on devolution gives no reason why the universities should remain beyond the pale, while the rest of the Scottish education system is devolved.

Art centres included in college closures

by David Hencke

Four polytechnic and college art teacher centres are faced with severe cuts and possible closure because of a decision taken early this year to include art teacher training places in the 61,000 target for teacher education in 1981.

The decision is disclosed in a sub-paragraph of Circular 1/76, published in January, one month after assurances had been given to the Association of Centres of Art and Design Teacher Education that no decision had been made.

The effect of the decision is that art teacher training places will have to be counted against the teacher training numbers given to colleges and polytechnics last August. In most cases, where the main course is the Art Teachers Diploma, a one-year postgraduate course, its numbers will have to be taken against the postgraduate allocation given to the college.

In many cases this is very small. At Leicester Polytechnic, there are only 30 places allocated for postgraduate teacher training within an overall total of 500 teacher training places. Yet the polytechnic has 85 students on the art diploma course.

Dr Allison, who is also head of the school of educational studies at Leicester Polytechnic, added that there was growing concern in art and design schools because 40 per cent of the recruits tended to apply for teacher training courses and were now worried that opportunities would disappear.

The DES appears to offer only one safeguard: that art teacher training places will not be cut-back if the total of teacher training places is reduced from 61,000 to 57,000 later this year (THE, March 26).

At Brighton Polytechnic which has 17 students on the ATD course, the largest in the country, the decision will cause severe problems. Mr G. R. Hall, director, said that the whole planning of the polytechnic had been based on a separate figure for art teachers, outside its 600 teacher training numbers.

He said the polytechnic was considering a formal protest to the DES since the department had been aware of the situation for the past year.

Dr Brian Allison, chairman of the Association of Centres of Art and Design Teacher Education, said he was very concerned about the situation. It seems that all centres could even be closed in spite of the original idea to concentrate art and design teacher education in regional centres.

"What worries me is that there is no national policy or decision-making process for art and design education. It seems clear that the future of individual centres will depend absolutely on decisions taken at Regional Advisory Council meetings or as a result of in-fighting in individual institutions."

Dr Allison said he was also head of the school of educational studies at Leicester Polytechnic, added that there was growing concern in art and design schools because 40 per cent of the recruits tended to apply for teacher training courses and were now worried that opportunities would disappear.

The 10 centres are at Birmingham, Brighton, Bristol, Leeds, Leicester, Liverpool, Middlessex and Manchester polytechnics and at Goldsmiths' College, London and the Cardiff School of Art.

DES publishes students' guide to DipHE

by Frances Gibb

Nearly 40 colleges and polytechnics are now offering planning diplomas in Higher Education. The DES has published an information leaflet, "All About the DipHE", published this week by the Department of Education and Science.

The leaflet, to be sent to careers teachers, officers and advisers, explains what the DipHE is and outlines the sort of questions students should ask themselves when considering a DipHE course.

They should consider, for instance, whether they want a course which will provide them with a variety of options; whether they want to specialise in one or two subjects and whether they are thinking of the course as a step to teacher training or as a degree course.

The leaflet gives an outline of each course offered or planned. In some colleges, it says, the DipHE is a self-contained two-year course, not part of a degree course, although students may be able to arrange a transfer to a degree course if they wish.

At others the DipHE has been designed as part of a degree course and a student may leave after two years or study for one more year for a degree.

Although students may specialise in one or two subjects on some courses, the common pattern is to choose several subjects from a wide range.

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Two new members appointed to UGC

Professor W. G. Gowanlock, of Heriot-Watt University, and Dr Elizabeth Anne Whiteman, vice-principal of Lady Margaret Hall, Oxford, have been appointed members of the University Grants Committee for the next five years.

Professor Charles Stuart-Harris, postgraduate dean of the faculty of medicine, Sheffield University, has been reappointed to the committee for an additional term of one year from this October.

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We are an old-established firm of reference publishers and are looking for a number of part-time editors for our reference guides and at least one full-time editor for our reference directories, all of which have international coverage.

We have an immediate need of an editor working from home and based in the Greater London area. A working knowledge of science in general, the ability to edit material in directory form, and a separate room in which to work are essential. This work is unsuitable for those with young children. The work would be on a full-time basis.

We also wish to appoint part-time editors in the fields of agriculture, medicine, politics, and law (European). We are also seeking authors/editors able to contribute material on science and technology in mainland China.

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Edinburgh criticizes teacher training cuts

by David Hencke

The University of Edinburgh has severely criticized proposals by the Scottish Education Department to cut teacher-training places by 42 per cent on primary courses and 18 per cent on secondary courses.

A statement from the university today calls for a one-year delay in implementing the cuts and claims that the department's figures are "open to question".

"We regard the timing of these proposals as particularly unfortunate and unnecessary since they are apparently based on long-term demographic trends, information on which must have been available to your department for some considerable time," it says.

"Our final-year students who have applied for admission to one-year postgraduate teacher training in 1976 will not, we understand, know until July (in the case of primary teaching applicants) or September (in the case of secondary teaching applicants) whether or not they will be admitted. Those who decide now to start investigating other possibilities will find almost all other postgraduate training courses are oversubscribed and have already closed their lists."

The university's statement releases the text of their reply to the Scottish Education Department's proposals, published in March (THE TIMES, March 26) which also questions the department's figures.

"Only a very small increase in the wastage rate among teachers would have a significant effect on required. We believe that it would be a mistake and parochial policy to base the intake of students to Scottish colleges of education solely on the demand from Scottish schools."

"The Scottish colleges supply trained teachers to England, the

British Council and many parts of the world, while there is always a value in having a reserve of trained women teachers who are temporarily out of teaching while they are having a family."

The university also criticizes the department's plans for encouraging entrants to specific specialisms at the expense of others. "It is not possible, at the point of selection for admission to forecast accurately in which subject group an entrant will eventually qualify."

"Some qualify in two subjects, others change the direction of their specializations as the course proceeds and as they discover the true nature of their academic interests and abilities. In general, the university regards this freedom of choice, and the freedom, where acceptable and possible, to change direction, as fundamental to its curriculum."

Cuts of nearly one third in diploma of education courses plus varying cuts in postgraduate primary and secondary admissions for 10 Scottish colleges have been published in the Scottish Educational Journal.

Proposed admissions for diploma courses in 1976 (last year's figures in brackets) are: Aberdeen: 100 (171); Callender Park: 90 (150); Craigie: 100 (157); Craighall: 50 (88); Dundee: 100 (163); Hamilton: 150 (242); Jordanhill: 230 (372); Moray House: 160 (260); Notre Dame: 220 (359).

Proposed admissions for postgraduate primary and secondary courses are: Aberdeen: 48,544 (112,423); Callender Park (primary only): 10 (14); Craigie (primary only): 10 (15); Craighall: 10,28 (11,26); Dundee: 22,176 (50,217); Dunfermline (secondary only): 168 (205); Hamilton: 10,48 (15,53); Jordanhill: 56,1,059 (129,1,303); Moray House: 74,705 (173,867); Notre Dame: 10,174 (12,174).

Overseas student job problem

A warning that overseas students are likely to face extreme difficulties in obtaining jobs in the summer vacation or on completion of a course has been given by the Overseas Students Advisory Bureau.

The warning is in a letter sent earlier this month to teachers advisory offices and similar agencies by Mr David Grantley, director of the bureau.

Normally, overseas students are allowed to take employment and training relevant to their course both during vacations and on graduation, sometimes towards completion of the membership requirements of professional institutions.

Even if an overseas student is fortunate enough to find a company willing to apply for permission to employ him, it is unlikely that the Department of Employment will grant a permit in areas where there is significant unemployment, unless it can be shown that the student would be taken on in a supplementary capacity, and would not be holding a post which could be given to an unemployed United Kingdom citizen.

The bureau will take up individual cases with the Department of Employment where a company is offering a summer vacation arrangement purely for the student's own benefit.

National art validation body urged

by Frances Gibb

A national validating body should be set up to oversee the administration of art foundation courses, a working party recommended in its report last week.

At the same time a fully representative advisory body should be established to liaise with the colleges and advise the national council on the aims and work of foundation courses.

The working party was set up two years ago to see if a national system of validation for art and design foundation courses might be proposed. Concern had grown over the number of colleges starting courses without the minimum requirements of staff and accommodation.

Two bodies are proposed because, the report says, administrative and educational aspects of validation should be kept apart.

The proposal for a national validating body, such as a Design Education Council, had commanded much support from art colleges and departments throughout the country. It would be on the lines recommended in the Gann Report

1974, and would operate through the Regional Advisory Councils.

The advisory body might include representatives from the Department of Education and Science, the national validating body, the Council for National Academic Awards and the standing conference on foundation education itself. Such a body would be best able to bring together the diverse views of art tutors, the report says.

Validation would also be the job of the colleges themselves. Colleges offering courses would have to show a satisfactory record of placing students in relevant post-foundation courses over a period of three years.

All colleges wishing to start foundation courses in art and design would have to apply to the new validating body for recognition.

It also recommends that there should be a system to ensure comparability of standards within regions. Colleges should appoint a selected "moderator" to compare foundation courses and make necessary adjustments.

But no attempt should be made to standardize courses, the report says. Colleges should be free to decide their own policy on foundation courses, 61 per cent success in courses within an agreed framework.

Staff shortage closes library one day a week

Liverpool Polytechnic's humanities library has been ordered to close one day a week because of a serious staff shortage. The library, which serves more than 2,000 students in the faculties of business and management studies, and humanities and social studies, is to close each Friday from last week-end until further notice.

The move has been made as a result of a cost-saving exercise by Liverpool education authority. It has been reluctant to replace staff lost by the library in recent months.

Mr Don Revell, chief librarian, said this week that the whole library system at the polytechnic was between 13 and 20 staff short. The use of the humanities library had doubled in the past two years but the number of staff had not increased.

He added: "The local authority has failed to fill temporary appointment vacancies. They have failed to match the staff numbers to the book fund and demand for the library."

"I am upset at the way the polytechnic has been treated."

AUT calls in Privy Council

by David Dickson

The Privy Council has been asked by members of the Association of University Teachers to investigate an "efficiency bar" applied to lecturers at Hull University.

All lecturers are required to pass the bar five years after receiving tenure if they are to continue to receive annual increments to their salary. In order to pass, they are required to provide positive evidence of their academic activities to the University's salaries and promotion committee.

The Hull AUT branch is particularly concerned that this year 11 lecturers will be held at the bar from October 1; five others will still be under consideration, cases are still under consideration.

According to the branch, the proportion of lecturers held at the efficiency bar is far higher at Hull than elsewhere, and it is this situation that the Privy Council has been asked to investigate, the Queen being an official visitor to the university.

Mr Laurie Snapper, general secretary of the AUT, has also agreed to take up the issue with the vice-chancellor of the university, Professor S. R. Dennison.

At the same time, the AUT branch has decided that individual cases will be taken through the internal grievance procedure agreed between the association and the university.

The use of the efficiency bar was strongly criticized this week by Jeff Hilton, president of the Hull AUT branch, and a lecturer in the university's classics department.

"The university appears to be totally out of step with other universities in applying conditions of service on academic staff," Mr Hilton said. "Where there should be a uniformity of practice between all universities on this matter, Hull seems to be sticking out for no reason at all."

Wanted: British dons

Latin American Teaching Fellowships, a technical assistance programme is now recruiting in Britain.

A not-for-profit making organization which places teachers for two year periods in Latin American universities, the focus of LATF's recruiting efforts are the natural and physical sciences, engineering, management, economics and computer technology. Over 130 individuals are participating in the programme in nearly all Latin American nations, according to Mr Stephen Johnson, director of Latin American operations.

Founding LATF teachers in the host countries have in most cases, completely from the local university at a level equivalent to salaries paid to nationals. Current LATF fellow stipends average be-

tween £400 and £700 per month. Round trip travel for lecturers is provided.

LATF's present interest in Britain from past practice of seeking candidates exclusively from American and European universities. The programme has been hard pressed to find sufficient numbers of qualified individuals to satisfy the requests of Latin American universities and areas such as economics and computer science in addition, LATF is now interested in making placements in the Philippines, Malaysia, Thailand and Pakistan.

Inquiries should be addressed to Mr Johnson, Latin American Teaching Fellowships, Fletcher School of Law and Diplomacy, Tufts University, Medford, Massachusetts 02155, USA.

Merger brings standards fear

by David Walker

Non-professional staff at Hull College Cardiff are deeply concerned about a proposed merger of the university and the Llandudno College of Education (Home Economics).

A motion recently passed in the staff in the arts faculty, the lack of consultation, and the implications of the merger. The local Association of University Teachers expressed doubts about the merger.

The non-professional staff at Hull College Cardiff are deeply concerned about a proposed merger of the university and the Llandudno College of Education (Home Economics).

The merger would bring the two institutions together, but the staff are worried about the loss of their identity and the implications for their careers.

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Don's diary

Morning mail

9 am. There was a time when I looked forward to opening the morning mail. In fact I used to be something of a letter-junkie. I just could not wait to rip into the morning envelopes. When I was in the sociology department at Durham, I would rush in each morning to get at the pile—almost invariably written by John Rex, then (I suspect) now a fellow junkie. He must have been in the building since 7 am. We would both pull out our own letters, throwing the rest into an indiscriminate heap and run upstairs to lock ourselves in our offices.

Now things are different. I literally dread what I will find in the "in" tray each morning. The main reason for this change, of course, is the acquisition of the correct status and respectability of most of my letters come to me now in my capacity as a departmental chairman and these, by definition, are boring, impossible to answer, or both. But some of my present enthusiasm for the mail is, I fancy, of a different kind and is due to a different expectancy of life in general.

One symptom of all this is the changed order in which I open the letters. A cherished principle of mine deeply rooted in childhood is to leave the good things to last as a kind of reward and for many years I operated this scrupulously with my mail.

First (and therefore least interesting) came a diverse category easily spotted by the envelope, namely publishing companies (announcing yet another book about the crisis in sociology) and all journals (full of depressing articles) announcing my previous research in research in 10 line abstracts. Second came all internal correspondence: about syllabus, degree structures, assessment schemes, committees, library. Nothing to get me going there.

The middle group contained all individually typed envelopes, usually from other universities. The letters might be baring requests for references but now and then something interesting might turn up: an invitation to speak to a staff seminar or a students' sociology society on something like "New Perspectives in Deviancy Theory". A pleasant trip to a new campus, meeting old friends, intellectual stimulation... what more could one ask for?

Then came an even more potentially interesting category: all air mail envelopes, especially with exotic stamps of butterflies and tropical flowers. A Jamaican or Italian address would send me almost trembling with anticipation. Could this be an invitation to a job or at least a two-week conference (of "international experts") at a luxury seaside hotel, all expenses paid and not (obviously at least) by the CIA?

And finally, the real reward for my previous research in correspondence. This achieves its honoured position not because of any intrinsic interest far from it, but again because it can be dealt with without too much fear and trembling.

First there is the enormous category of material for which no obvious (known) response is called for: the seventh copy of the minutes of a board meeting; another clipping announcing cuts in library books; heading, lifting food and water; memos from irate colleagues to each other headed "For Information"; the report of a working party on a new constitution of the students' union; a letter from a student, the amount of such paper is beyond belief. The information is often completely unintelligible or is altogether irrelevant but you do not want to know about it. Dr Walker will now replace Dr Marx as our representative on the blackboard users subcommittee.

Presenting somewhat more of a problem are those incredibly complex requests, obviously the source of much of the trouble, to send a copy of the minutes of the last meeting down one of the corridors, which do appear to call for some

meaningful response other than scribbling "File, please" on top and transferring to another tray. I would like to draw your attention to the fact that the proposal by the department of sociology at the last board meeting (Min 327, a, b) will first have to go through the school's management committee for the second year of the joint degree scheme in psychology and sociology. It will then have to be reported to the examinations and syllabus committee. Under these circumstances do you still want to go ahead with the proposal?

Either I would have no idea at all about what the issue was or else would know enough (for example, that there were actually no students at all in the degree scheme in which the proposal referred to be able to confidently reply with a decisive "no").

Admittedly this still leaves some demanding and problematic communications to deal with—teaching timetables, complaints from students about colleagues and colleagues about students, SSRC bids to make (which appear quite unrelated to the awards we eventually receive), submissions for study leave, but all these eventually become routine. It is both an indictment and a consolation of university administration that day-to-day decisions, even in the unfavourable political and economic climate we are now all working in, can become effectively depoliticized.

Demotion

Then—in the middle as before, neither pleasure nor pain—comes that intermediate category of other typed envelopes. Most of these are still neutral—requests for references, to examine PhD theses, to join positions—but increasingly they contain impossible demands. A student at the South West Rutherford College of Education is doing a project on juvenile delinquency and "today" would give my opinion on this important social problem and suggest the relevant books that can be read in four days?

I am seriously considering demotion in this category. In my reward for this category, it is only reward that happened this week: a request from an organization I thought I had never heard of, then discovered from the letterhead that I was one of a number of referees for the Zoological Society (a request for a paper on baboon aggression) containing a query about the suitability of one of our last year's sociology students for a job as gatekeeper at London Zoo. I recommended him warmly.

Circulars, bills and journals are promoted simply on the grounds that they make an emotional or intellectual demands at all and can be dealt with immediately. I have virtually stopped buying sociology books or trying to keep up to date with the latest crisis. Journals are simply placed unread, in neat piles and a quick flip through the contents, far from producing my old angst, now allows for my instant threshold article classification system: "boring", "unintelligible", "pretentious", "There is occasional grim fun to be had in finding an article that I had referred for one journal and rejected with one of these classifications, now turning up unchanged in another.)

And now, right at the end, the reward for all this previous correspondence. This achieves its honoured position not because of any intrinsic interest far from it, but again because it can be dealt with without too much fear and trembling.

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Welcome signs of universities taking stock



ERIC E. ROBINSON

There are welcome signs of recognition in the universities of the need to take stock and to review their position. I hope that a full discussion can now proceed without the crisis of indignation that anyone, particularly an outsider, should sound a note of criticism or express a doubt.

It will in the long run be of no value to the universities that they should be treated as sacred and that their critics written off as university bashers. In the present state of this country many, even most, of our institutions must come under the critical eye of all of us.

We are all industry bashers, grade union bashers, school bashers, university bashers and university bashers because we all, particularly those with pretensions to intellectual leadership, have a responsibility to criticize and rethink.

The economic situation is uppermost in many minds far under-standable reasons. It has evoked two notable responses from the university community: the dramatic new stance of the Association of University Teachers in deciding to seek "TUC affiliation"; and a series of calls from individuals for retrenchment and the reassertion of some traditional university attitudes.

I find these difficult to reconcile and wonder whether university thinking is now sliding to the left or the right. It is possible that deep divisions are developing that will lead to internal conflicts of a new kind and a new intensity?

A superficial examination suggests that university students and many senior staff are swinging right and the rank and file staff are going left. Notwithstanding Peter Wilby's brilliant commentary (THE TIMES, April 16) the most remarkable feature of the Llandudno conference of the NUS was the size, organization and influence of the Conservative group of delegates.

Unremarked in the press, as far as I can trace, is that this group was overwhelmingly drawn from the university unions. The key debate on the Conservative group was not about the university but about the Conservative group of delegates.

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on clear principle, and these changes in the selective schools and colleges are inside. The affiliation decision must imply some shift of university teachers towards a more comprehensive approach to post-school education and away from elitist conceptions of the university.

On the other hand we have recently had a suite of resolutions of elite conceptions of the university. Dr Bryan Thwaites, principal of Westfield College, was most explicit about it when he said of the universities "they must unflinchingly insist on being elitist" (THE TIMES, April 16). Lord Bullock was less explicit but his call for a clearer separate definition of the roles of universities, polytechnics and colleges had similar implications. He questioned the transition of colleges of advanced technology into universities and the academic influence of the BED in teacher training.

Even more explicit was Dr Hugh Plummer of Cambridge University. In a letter to THE TIMES (April 3) he strongly expressed the view that the AUT and many professors had betrayed the university ideal by their material concerns.

He observed that "institutes of more technical or vocational training have usurped the style of universities, and their claim upon the nation's pocket". Mr Ian Robinson, my fellow lodger in this column, has made observations similar in sentiment and says "as far as national need is defined as flourishing industry, the real university is absolutely irrelevant to it".

These men, although by no means identical in their views, are expressing feelings that are probably widespread in the universities. They insist on an elite role and an identity for the universities that should distinguish them sharply from other institutions of higher education or instruction. In respect of the national economic situation they seek to minimize the response and responsibility of the universities.

A crucial difference among them arises in respect of the education of the technocrat. One theme seems to be that if the universities pursue their own course in the cultivation of excellence and the pursuit of knowledge the technical expertise will emerge from the universities without the necessity of preoccupation with its development. Another is that the other institutions, particularly the polytechnics, should be left to do the job. A third is that the country has over-valued such expertise and should relegate or even disregard it. These are not trivial differences.

Differences of opinion are desirable, even necessary, but there is a need for us both inside and outside the universities, to have at least an agreed working assumption about what the universities are for, what they are trying to do, and, perhaps most important, what they are not trying to do and what they do not care about. Dr Thwaites has said: "Universities needed" to express in exact terms the service they have provided for the country and implies that this has been less than clear.

Lord Bullock recalls the government's grave misunderstanding in believing some years ago that higher education was the key to economic growth. He fails to recall that the government was encouraged in this by many senior academics. It's all very well saying it was a grave misunderstanding after the universities have accepted the money but there is now surely a continuing responsibility, particularly if they expect continuing financial support. If the government and the people are supplying money to the universities on the basis of a misunderstanding these should be resolved.

What, speaks for the universities in this? What guarantees can they give, and what undertakings can they empower, to carry out these not easy questions. They are frequently asked as a result of answered on the basis of personal reasons and gentlemanly agreements.

But there is no general consensus in the universities about their response to the national economic situation, and this is a mental block. It is impossible to know whether the gentlemen are keeping them. An annual expenditure of more than £500m on universities merits a clearer justification than has been given.

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ACADEMIC DEVELOPMENTS

20th century approach to music training

by John Ross

City University's new music degree course tries to look at music through a 20th century prism according to Dr Malcolm Troup, head of music at the university. It is offered in collaboration with the Guildhall School of Music, where Dr Troup was formerly director of music.

The course started last October with 13 students and Dr Troup describes three of them as "outstanding" performers.

Students must have proven musical ability in the form of instrumental or vocal competence of Grade VIII standard. They are expected to continue their practical music studies and maintain their competence throughout the course, but the standard eventually demanded will depend on the area in which they choose to specialize. A level music is not an entry requirement, since more emphasis is placed on practical ability than theoretical.

"The course is designed for a very wide careers structure," Dr Troup says. Graduates may become performers, sound and recording engineers, studio managers and producers, arts administrators, or specialist musicians serving as composers and teachers.

The course is either three years full-time, with the possibility of a postgraduate year at the Guildhall four years sandwich. Those majoring in performance would do a year at the Guildhall. Others might spend a year in industry or an art centre, depending on their speciality.

"We are aiming to bring everyone to a full awareness of twentieth century technology in the arts and world music, rather than just European music," Dr Troup says. "The course starts with 'non-literate' music and we don't touch 'literate' music until the second term."

In the first two years, musical anthropology and the analysis of musical cultures are taught as well as notation. There is a strong emphasis on the scientific—the physics of sound, biology and physiology, the use of electronics in the creation of sound, and psychological, philosophical and mathematical approaches to music.

Instrumental or vocal training in the first two years is complemented by performance workshops, basic musical training and conducting.

In the third "academic" year, students select three subjects from a list of specialities such as electronic and computer generation of sound, acoustics, administration, music therapy, performance, conducting, criticism and composition. This work is complemented by a related project and by two practical studies.

Options in this category include recording techniques, Afro-American improvisation, rural perception or a modern foreign language, as well as more traditional musical subjects. All students have some general studies each year.

Dr Troup explains that because all practical tuition is given at the Guildhall, there is not the problem that many universities have of shortage of suitable tutors.

Dr Troup's research interests focus on rural perception. He is particularly interested in music therapy and musical bio-feedback. He thinks there is a need to introduce an element of rural perception into a society whose visual orientation is very strong.

The university hopes that music will eventually be taught within Gresham College, which is being re-formed.



Student street theatre in York.

Curtain-up on theatre and drama as social phenomena

by Frances Gibb

Bretton College of Education, one of the main centres for training teachers of drama, is to run a BA honours course in drama from September. This means that the first-time students who are not necessarily training to be teachers will be able to study drama at the college.

The course, which has been validated by Leeds University, is unusual in that it is concerned with drama and theatre as social phenomena as well as means of personal expression.

It is both academic and practical. Students will do field work in a variety of places such as Stratford, London, and Bristol, and will be assessed continuously, both on group and individual projects. Although written work is required, there will be no formal examination.

In the first year students will be involved in documentary drama, group improvisation and workshops based on contemporary drama. The focus of the second year will be a

Shakespeare Festival, involving field work and a comparison of the Elizabethan period with another period of dramatic history. The third year will enable students to concentrate on individual projects, such as directing.

Bretton Hall has had courses in drama since it opened in 1949. It has an experimental theatre and a more formal proscenium arch theatre, together with smaller studios and rooms.

The department has 2,000 costumes and 10,000 costumes and theatre illustrations. There is also a tape and slide library and a workshop for scenic and property reconstruction.

The drama method used is based on practical work rather than formal lectures. When studying the Elizabethan period, for instance, students stay in London or Stratford and reconstruct in period costume the life of the period. They visit to Kenilworth or reconstruct an Elizabethan theatre and present an anthology of seventeenth-century verse, song and prose.

Management diploma is joint effort

by David Hancox

Two colleges of higher education are offering a joint diploma in management studies in education as part of a programme of co-operation. Bulmershe and St. Anne's colleges of higher education will use their expertise to offer a time course for teachers, librarians and educational administrators wishing to gain a management education in the education service.

Slough is already a strong agency training centre and has its own diploma in management studies. Bulmershe is building large in-service and primary grammar for teachers.

Mr Alan Palsey, principal in charge of the course, says that the diploma will be a joint effort of the two colleges and the Thames Regional Management Centre.

One feature of the two-year course is the emphasis placed on local applications. The first year will be theoretical but the second will concentrate on management in education. Each will gain practical experience in a project at their business.

Normal entry requirements for the diploma are a degree level, although a provision for those with no administrative experience without formal academic qualifications.

Salford degree in public sector economics

One of the growth fields of economics is the study of the public sector, nationalized industries, provision of public services by local government and the local economy. Salford University is to satisfy demand for courses by starting a new postgraduate degree, MSc, in public sector economics.

Students will be expected to have a thorough grounding in public economics and statistics, and compulsory element will be training in economic theory and application to public economics.

Beyond that the course is optional. There is a 100 per cent discount on the fee for students who are employed in the public sector.

Options will include the economics of public enterprise, local government, the public sector, federal taxation systems, public economics and planning, and relations of government and industry.

Classics for those with little Latin

Students with little or no knowledge of Latin and Greek are being invited to apply for a degree in classical studies at Newcastle University in the autumn.

The BA honours course will involve teaching in both Latin and Greek up to a "palimpsest" level. It will also offer topics in the history, culture, philosophy, science and archaeology of Greece and Rome.

For students whose interest in languages and literature is to be the opportunity to study the study of the language to a high level.

Teaching will be provided in Newcastle's existing classical and ancient history areas. Ruminant in parallel with the course is another new degree in the same area, in ancient history and archaeology. Open to students with no knowledge of Latin and Greek, it will permit students to study the history of Roman Britain.

Proper long-range planning is crucial to the success of an educational system. This should, therefore, be the most important of the responsibilities of the Department of Education and Science.

In fact, however, the department is ill-equipped and ill-organized for such a role. And its concern in planning is essentially passive and negative rather than active and positive. The purpose of this article and those that follow is to illustrate and justify these two criticisms.

The best starting point from which to consider the department's planning mechanism is the report of the Fulton Committee on the Civil Service. This is because the report sharply criticizes the department's planning mechanism. It is, in fact, the department's planning mechanism that is the subject of the first two articles in this series.

Fulton and departmental planning. In the Fulton Report, published in June, 1968, we were, as is well-known, critical of the many aspects of the Civil Service and of the department's planning mechanism. One of the major criticisms was of departmental arrangements for long-term policy planning.

In our report we were arguing that the need for long-term planning was now greater than ever before. This was because of the increasing complexity of the inter-related problems which governments now have to solve and the increasing sophistication of the methods used for their solution.

So it now takes very much longer than it did 50 years ago to study a problem within the government and to produce an agreed course of action. And it takes a long time, too, for policy decisions, once taken, to make their impact on events.

Given this situation, we said that successful long-range planning was the sine qua non of successful government. But, we pointed out, the government machinery as we found it was singularly ill-equipped and ill-organized for this purpose. Thus we said and here it particularly needs to be remembered that two of our members of the government with long experience of large departments:

"At present policy-making (in departments), especially long-term thinking and planning, is the responsibility of officers over-burdened with more immediate demands arising from the parliamentary and public responsibilities of Ministers."

The operation of existing policies, and the detailed preparation of legislation with the associated negotiations and discussions, frequently crowd out demands that should be made. Civil servants, particularly members of the administrative class, have to spend a great deal of their time preparing explanatory briefs, answers to Parliamentary Questions, and Ministers' cases.

Generally this work involves the assembly of information to explain to Ministers the reasons for the department's policy, and how they apply in particular cases. Almost inevitably there are urgent deadlines to be met. In the process of daily business, long-term policy planning and research tend to take second place.

To remedy this state of affairs we proposed that a department's responsibility for major long-term policy planning should be clearly allocated to a planning and research unit within the department—which we labelled a "planning unit".

Since, in our view, "research is the indispensable basis of proper planning," we then said that the planning unit should be:

"Equipped to assemble and analyse the information required for its planning work. The unit should be relatively small. Its main task should be to identify and study the problems and needs of the future in the policy area to which it is assigned. It should also be free to meet them. It should also be free to meet them. It should also be free to meet them."

Basically our concept was that a planning unit would be largely staffed by experts or specialists in the department's main field of activity. It would be a unit of specialists, not of generalists.

Options will include the economics of public enterprise, local government, the public sector, federal taxation systems, public economics and planning, and relations of government and industry.

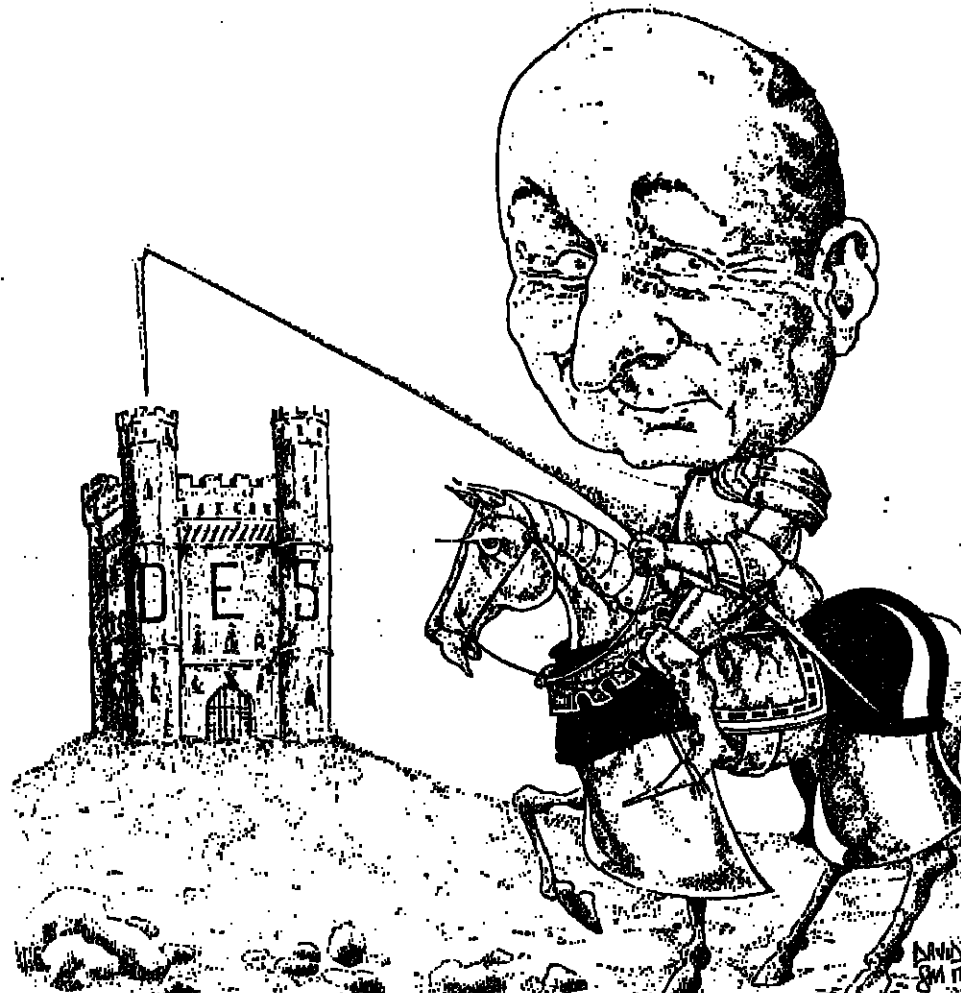
And we went on to say that it would be the job of the senior policy adviser "like his staff, to know other experts in the field, both inside and outside the service". The planning unit should be "aware of and contribute to new thinking in their field".

Organization of planning within the DES differs fundamentally from the Fulton concept. And it differs in three main respects.

The first is that although there is a planning unit in the department, it does not fulfil the role that we in the Fulton Committee believed such a unit should fulfil. This is because the long range planning in the department is in fact not done by the planning unit but by what is called the departmental planning organization, a flexible network of committees established in February 1971.

In fact, during my period in the DES the planning organization consisted of three main committees.

One was "Policy Group A", the "Instrumental" for long-range planning in further and higher education, which was at the time and was to review developments and consider future policy in relation to higher



Long-term planning takes second place

Too much DES planning is done in secret, Lord Crowther-Hunt argues in the first of three articles for *The THES*. The former minister of state for higher education says the DES concept of planning is essentially passive.

further and adult education, excluding further education for the 16 to 19 age-group.

It was chaired by the deputy secretary for higher and further education, and its members were the under-secretaries who headed the relevant operational branches (e.g. the under-secretary heading the universities branch and the under-secretaries heading each of the other three further and higher education branches) together with representatives (also at under-secretary level) from the finance branch, the statistics branch, the inspectorate and the planning and programmes branch.

The second main committee is "Policy Group B" which has as its terms of reference to review developments and consider future policy in relation to education at school and for the 16 to 19 age-group in further education. It is chaired by the deputy secretary (schools), and its membership is similar to Policy Group A—except, of course, that the heads of the operational branches serving on the committee are those dealing with schools.

Policy Groups A and B are both accountable to the third committee of the planning organization—the policy steering group which is chaired by the permanent secretary and consists of the two deputy secretaries, the senior chief inspector, the director of establishments, the Accountant General, the director of statistics and the head of planning and research.

It has been necessary to set out this tedious amount of detail to illustrate the fundamental point that the departmental planning organization is overwhelmingly dominated by, and almost entirely composed of, those who are heavily immersed in the problems of here and now: the permanent secretary, the two deputy secretaries, the heads of the operational branches and so on. And this planning organization is simply serviced by the planning unit which has a sort of secretariat, co-ordinating and supporting role.

It will already be clear that these arrangements for long-term planning are the very antithesis of those recommended by Fulton. The Fulton Committee saw planning as something to be done by a planning unit largely detached from day-to-day administration and crises.

The DES sees long-term planning as something to be done by those mainly engaged in day-to-day operational and administrative questions—with the planning unit operating as a place of servicing machinery.

Certainly, therefore, as far as nearly all the members of the departmental planning organization are concerned the Fulton concept still applies that "in the process of daily

business, long-term planning and research tend to take second place."

This leads to the second main respect in which the planning mechanism as we find it is different from that recommended by the Fulton Committee. This is the composition of the planning unit—the sort of people working there. Since the role of the planning unit in the department is so different from that envisaged by Fulton, perhaps it is hardly surprising that the people who compose it are very different, too.

A Fulton-type planning unit in the DES would have consisted of education experts of various kinds—perhaps led by a professor of education as the department's senior policy adviser with a status not inferior to that of the permanent secretary. It would have included educational psychologists, educational economists, sociologists of relevant specialisms and those with other relevant disciplines and fields of expertise.

But the department's planning unit is naturally not at all like this. Its 14 members consist of an under-secretary, an assistant secretary, three principals, three higher executive officers, two executive officers, one clerical officer, one clerical assistant and two secretaries.

Now all these are traditional "administrative" civil servants—each of whom does a two or three-year stint in the planning unit or part of his or her general work within the department.

Naturally the planning unit draws on the work of the finance branch and the statistics branch. But the essential point here is that the planning unit does not contain the kind of educational experts which we in Fulton had in mind. It contains no educational psychologists or sociologists or professors or lecturers in education.

Instead, the planning unit is entirely composed of administrators—like those in the rest of the department—and they are primarily concerned with servicing and co-ordinating the committees and working groups which form the departmental planning organization.

The members of the planning unit do their best of course, to be aware of "new thinking" in the educational field (which, as I have mentioned above is one of the Fulton specifications for the staff of a planning unit)—but they are not in the planning unit long enough to do much in this direction.

In fact, as they do the "backbone" of the planning unit they can hardly begin to contribute to new thinking in educational matters—which was one of the other Fulton specifications for members of a planning unit.

In this connexion it is very much worth noting that in the 15 months I was in the department no less than three different individuals in succession were moved into the planning unit to fill the under-secretary job at the head of it—hardly a recipe for being able to develop an awareness of new educational thinking let alone being able to contribute to it.

The third way in which the department's planning differs from that envisaged by Fulton is in its concept of the nature of its planning role. And this, as I indicated at the beginning, is the second main theme.

DES concept of educational planning

In spite of the inadequacies of the departmental planning mechanism the DES does, of course, manage to do quite a lot of long-term planning. Indeed, it takes considerable pride in some aspects of its activities here—like seeking to match the supply of teachers to the number of children to be taught. But the essential criticism that needs to be made here is that its concept of planning is too limited. And this is well set out by last year's highly critical study of the department's activities by the Organisation for Economic Co-operation and Development (OECD, May 9, 1975).

The OECD report, in effect, three main criticisms of the DES's planning activities. All of them seem to me from my experience in this department, to be well-founded. Indeed, I had reached the same conclusion myself (and committed them to paper) after I had been in the department three months and before the OECD report was published.

The first of the OECD criticisms is the by now well-known one that too much planning is done in secret—and is not, therefore, open enough to public gaze and scrutiny. This has at least two serious consequences, as the report points out:

"One is that in certain cases policy is less likely to be understood and therefore less likely to be wholeheartedly accepted when the processes that led up to it are regarded as arcane secrets. The second is that goals and priorities, once established, may go on being altered for years and years without the regular scrutiny which may be necessary for an appropriate re-alignment of policy."

And to those criticisms can be added the further point that a number of outside bodies have a lot of expertise and experience to offer on educational issues—the universities, the polytechnics, the local authorities and so on—it is obviously to everyone's advantage that they should be able to make their contributions to long-term policy-making while the departmental thinking is in the formative stage. Clearly they can hardly begin to do this when the formative stage is conducted behind firmly closed doors.

The second, and to my mind more fundamental OECD criticism was of the department's concept of planning. And, broadly speaking, what the report is saying here is that the DES sees its planning function as "identifying existing trends" and then seeking to cater for them as best it can in the future.

This is, of course, an essentially passive concept of planning—remote from even the underlying assumption of the OECD report—like the underlying assumption in Fulton—is a much more positive concept of planning. Planning in the OECD view should be more than a mere reaction to likely trends and demands. It should take the view, and so do, that trends and demands are not all god-given, immutable or natural.

There is no workable figure, for example, of likely "natural" demand for places in our universities and other institutions of higher education in, say, the year 1981—though the Department has talked a lot about such figures as 750,000 and 640,000 for that year. But the fact is (and the department's planning concept fails to recognize this) that we can influence any given figure for that year upwards or downwards depending on what we do about the level of student numbers and other variables under the Government's control.

Accordingly, long-range planning should include considerations of where existing demands and trends are taking us—and if they are taking us in the wrong direction, then we ought to set about identifying new goals and seek to influence demand and trends accordingly. In other words planning should take a view of where we ought to be going in the longer term and not simply seek to provide educational facilities to cope with long-term projections about the likely "natural" demand for existing educational facilities based on existing trends.

The department's failure to include this more positive concept of planning into its work led the OECD investigators to conclude that "there is no attempt at a new identification and formulation of educational goals in a world where the traditional canons of knowledge, values, attitudes and skills are continuously questioned".

The final major criticism of the department's attitude to planning is that it is too purely educationally oriented. Here the point is, that it is not sufficiently concerned with considering educational problems in the context of their relationship to the problems which other government departments are facing. And from this it concludes that the department is not sufficiently concerned with the role of education in meeting the needs of a modern industrial society.

Next week, Lord Crowther-Hunt will illustrate the validity of these criticisms by surveying the DES's handling of one of its major issues in higher and further education.

**Alan Cane interviews Dr Anthony Kelly,
vice-chancellor of Surrey University**

Centre for Institutional Studies
North East London Polytechnic



development patterns by the presumed, if not real, need to produce employable graduates with recognized disciplinary specialization.

For this reason, particularly, universities must welcome the recent developments in colleges and schools that enlarge professional prospects for graduates.

They must also, however, pay heed to the healthy diversity of thinking and practice about American studies currently to be found in the non-university sector, and continuously question the nature of their own activities.

"discipline" is the expansion and consolidation of existing centres rather than fragmentation of resources through scattered development.

In such environments professionals need not feel that their skills have to be radically compromised and, eventually, out of the interlocking of disciplines a sum-

Professor Adams is head of the department of American studies and

control

Thereafter, further education re-
current spending could be allocated
on a system of bids much like cap-
ital expenditure is. Individual i.e.a.

DES would evaluate the bids and allocate within the known global sum.

The DES is quite capable of judging proposals for duplication, and saving on data for evaluating bids is a natural extension. Indeed, it is worth

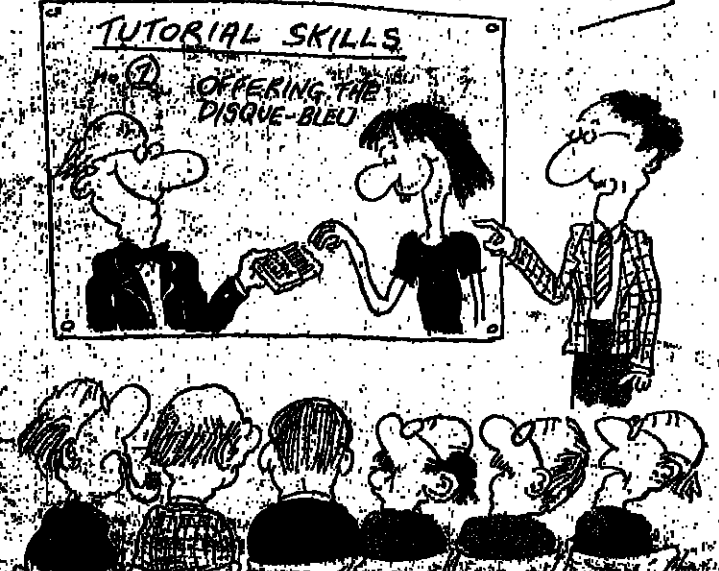
Government would become open—but effective. Total sums would be announced and criteria for all

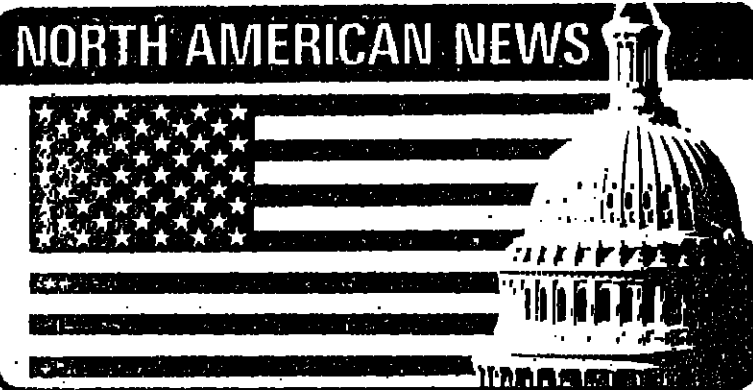
Government would cease to peddle solutions; rather it would state the problems for others to solve; if task would shift towards monitoring what the others are doing—alone.

Of course, with this system responsibility is placed on I.A.A.s, and an even greater burden is placed on colleges. They will have to handle their work if it will no longer

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Centre for Institutional Studies
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Enrolments rise, with emphasis on 'job' courses

from Angela Sient

CAMBRIDGE, MASS

Despite the current questioning of the value of going to college, enrolments for this autumn are on the increase as students turn to career-oriented courses. The National Center for Education Statistics in Washington estimates that about 11.5m students will enrol in all types of colleges next autumn, a rise of 3.6 per cent over 1975. Some observers think this is a conservative estimate, and predict that this year's increase will exceed last year's gain of 9 per cent over the previous year.

This news, obviously, is particularly welcome to financially troubled colleges. Admissions officials attribute the increase to a variety of factors. This year's pool of potential freshmen is larger than usual, as the last vestiges of the post-war baby boom graduate from high school. In addition, more secondary school students are choosing to go to college. The Census Bureau reports that the proportion of 18 and 19 year-olds in college rose to 47 per cent in 1975 from 43 per cent in 1974.

Some university officials explain the renewed desire to go to university in terms of the tight job market. Students feel, they say, that

they will only be able to find a good job if they have a college degree.

The most dramatic increases in applications have occurred in the career-oriented colleges, many of which are two-year institutions.

And the United States Department of Commerce reports that business is the most popular major for undergraduates today. As of October, 1974, 16 per cent of all college students were enrolled in this field. Education, with 13 per cent of all college students, was the next most popular major. On the other hand, the number of social science majors has decreased by 19 per cent since 1972.

Despite the preference for practically-oriented curricula, applications to the prestigious private schools are also rising. Universities such as Harvard, Stanford and Northwestern have received up to 10 times more applications than they have places for. Some large public institutions are also keeping their enrolment numbers down, so as not to strain their tight budgets.

Notwithstanding this increase in enrolments and applications, most college officials are pessimistic about the future. The number of high school graduates will decline after next year and, according to James Walters, admissions director at Ohio University, "after that, most places will be struggling to hold their own again."

Harvard scoops minorities pool

A survey of Ivy League colleges shows that there has been a significant decrease in the number of minority students admitted to four of them this year, while the number of total admissions has risen.

Columbia University has admitted almost 20 per cent fewer Black students than last year. Yale, Penn State and Cornell have also admitted fewer minority students, despite intensified minority recruitment efforts by alumni and admissions officials. Princeton has had

little change in minority acceptances this year.

The number of Black male applicants to Harvard increased over last year, as did the number admitted. This reversed the previous year's 25 per cent decline in minority applications and is attributed to an aggressive recruitment drive that concentrated on 10 target cities.

A Harvard official said that Harvard's recruiting drive had probably shored off many of the qualified applicants from other colleges.

Communist students may be 'monitored' in sensitive areas

On the advice of leading industrialists and others, the Department of Defence has proposed the "monitoring and controlling" of students in sensitive areas.

The report of this task force, an *Analysis of Export Control of US Technology - DOD Perspective*, has now been approved by the Defence Science Board.

The authors of the report are most concerned about "mischief" that transfer design and manufacturing "know-how" about air-frances, jet engines, aircraft instrumentation and solid state devices. They are concerned about the

transfer of "know-how" rather than of actual products because "acquisition of know-how is currently being given the highest priority by the industrially advanced nations."

The report also highly suspects the Soviet Union of using students of United States allies, who compliance with export restrictions "thought to be slight," to gain access to technology. The report should not be released, given the current Cold War tensions, and made up of Japan and the NATO countries, excepting Iceland.

The report also calls for monitoring and controlling Communist students in sensitive areas. It is not stated in the report how the monitoring and controlling is to be done. Proposals for implementing these proposals are now being drawn up by a new DOD "in-house" task force.

New York cuts bite still deeper

from Thomas Cahill

NEW YORK

City and State officials continue to back away from the programme of the City University of New York (CUNY) leaving educators to wonder how much further the mutilations can go without producing a corpse. The city's budget crisis, which has already forced the university to reduce its operations by 40 per cent, continues to demand fresh sacrifices.

Mayor Abe Beame has announced that the city, which has already drastically curtailed its support of CUNY, will completely discontinue its \$140m annual subsidy of the university's four-year senior colleges mid-1977. He promises "for the time being" to continue support of CUNY's two-year community colleges.

The university currently has nine four-year colleges, although one of these is already scheduled for extinction and another for reduction to a two-year institution. State officials, accepting that the city has the legal right to do this, have also acknowledged their own obligation to pick up the tab for public higher education in New York City. Up till now, New York City has been the only big city in the country to support public higher education. Elsewhere, all public funds for higher education come through the State governments.

In taking on a larger share of the cost, however, New York State will limit on any cut in CUNY's budget. The governor and his advisors intend to reduce the budget by another \$30m—from its already shrunken \$505m to \$475m.

In addition, they will do what the State Board of Higher Education, the increasingly nominal executive of CUNY, to impose tuition fees.

The State legislature has also voted to put an end to the special chairs that brought such prestige to colleges within the State. The 10 academic chairs—five in the sciences, named after Albert Einstein, and five in the humanities named after Albert Schweitzer—were budgeted at \$50,000 each, which included the professor's salary and money for staff and research.

The professors will retain their rank and salary but will no longer have any staff or funds for research. The Einstein and Schweitzer chairs, when they were inaugurated, were originally budgeted at \$100,000 each. In 1972 the legislature cut these sums in half.

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A Harvard official said that Harvard's recruiting drive had probably shored off many of the qualified applicants from other colleges.

The report also calls for monitoring and controlling Communist students in sensitive areas. It is not stated in the report how the monitoring and controlling is to be done. Proposals for implementing these proposals are now being drawn up by a new DOD "in-house" task force.

Language learning shows steady drop since 1963

from our correspondent

CAMBRIDGE, MASS

Only 10 per cent of American universities now require a foreign language for admission. The number of colleges with no foreign language requirement for graduation has quadrupled since 1966. Less than half the doctoral candidates currently receiving PhDs need to demonstrate a knowledge of a foreign language.

Since 1963, the percentage of undergraduates studying languages other than English has been falling steadily, and in the past two years the rate of decline has reached 15 per cent. Indeed, less than one fifth of all high school graduates have any training in a foreign language. It is not only languages which are falling in popularity. Students, it seems, do not show any interest in learning about foreign cultures.

The American Council on Education estimates that about 5 per cent of all students take courses which have anything to do with non-American cultures. And the number of United States undergraduates in study programmes abroad has contracted by 50 per cent since 1973.

Despite this dramatic decline in foreign studies, academics do not seem to be particularly concerned. Many educators are so preoccupied with the literacy in English that they fail to be troubled by the prospect of whether a student can write French if he can barely construct an English sentence.

Some observers argue that the American tradition of assimilating immigrants from many countries and turning them into a sense of

common culture mitigates against an appreciation of the value of studying foreign languages.

This historical aversion to immersion in things non-American is reinforced by the ubiquity of English-speaking, making it unnecessary for students to know any other language if they want to find out jobs.

The opponents of those who miss the value of foreign studies argue that if the United States wants to function in an increasingly interdependent world, it must educate its citizens with more global perspectives. Knowledge of another society's language is important for understanding how foreigners think. Mr Stephen Balloy, of the American Council on Education, pointed out that there are a billion people in the world whose languages are being studied today at advanced levels by fewer than 200 Americans.

Some academics support this general argument on the utility of foreign studies with a more practical point. Foreign languages, they say, will help students learn their own languages. By learning another language, a student will gain a general sense of the meaning of languages which will help him understand English better.

According to Mr Frank Starr, of Washington's Committee on the Prospects for Learning Foreign Language Training, the Federal Government spends \$70m a year on language pedagogy, but does not invest money in any aspect of foreign training.

Columbia axes aid to Harlem poor

The continuing fiscal crisis in Columbia University has forced another cutback—this time in a programme for the poor.

The splendid urban campus of this Ivy League university spreads out at the edge of Harlem, New York's famous Black ghetto. At the end of the 1960s, when Columbia was attempting to expand its facilities by demolishing ghetto housing, there were vigorous protests by students and neighbourhood residents that it was an elitist institution that meant nothing to the people of its neighbourhood.

The demonstrations against Columbia's policies resulted in the illegal occupation of buildings and serious clashes with the police. The "Columbia riots" became a symbol of the period and resulted eventually in commitments by Columbia to now programmes for the poor residents of the surrounding community.

Probably the most important of these has been the Community Educational Exchange Programme, which has helped older people to obtain their high school diploma and see thousands of poor students on the road to a college degree.

The programme was initiated in 1970 with an infusion of millions of dollars from the Ford Foundation. Ford has since cut back severely, and the programme has



Harlem tenements.

announcing the end of the programme. President William McGill, claimed that Columbia's financial problems "require drastic curtailment of our expenditure and complete concentration on Columbia's central academic mission."

McGill's decision has been much denounced, most notably by Bishop Paul Moore, of New York, who accused Columbia of not caring about minority and community interests.

Foreign cars and left-wingers

If amid the roiling jumble of the American highway you should notice a small foreign car driven by a bespectacled young man, likely to be a member of the professorate and a left-leaning, future-seeking, irreligious one at that.

According to the latest Ladd-Lip survey of American academics, Americans in general, Of those professors, only 55 per cent of those who own only one American car, and about 80 per cent of those who own two or more American cars, voted for George McGovern in the last Presidential election. McGovern, a liberal, is a good deal more liberal politically than the rest of the voting public.

These voters for Mr McGovern would also appear to be the most alienated, since not owning a car in America is tantamount to apathy.

By similar percentages, professors—despite their pre-occupation with their own careers—tend to be more radical than the rest of the population. They are more likely to be left-wingers, more likely to be future-seeking, more likely to be irreligious, and more likely to be members of the professorate.

Israel

'Open University' will cater for all levels

from our correspondent

JERUSALEM

Israel's version of Britain's Open University, Everyman's University, is now registering its first students. The name is not fortuitous. It indicates the main difference between the child and its British spiritual mother. It will cater not only for those seeking a degree, but will also provide second-chance remedial courses, career-oriented courses and courses in adult education pure and simple.

The first courses are to be aimed at up-dating and up-grading practicing teachers by enabling them to take degree courses while still working. The first academic courses—foundation courses in Jewish studies, natural sciences, life sciences, earth sciences, mathematics and man and technology—were chosen as these the schools need most.

These studies also the university its academic respectability, recognized by the Council for Higher Education, whose further authorization is required for the awarding of a degree. In all probability this will be a BA in general studies.

Courses will be mainly by correspondence, with some radio and television. The latter will be restricted not only for financial reasons but also for lack of air-time, as Israel has only one channel. Students will

be able to meet and to find guidance in the 15 study centres spread over the country.

Each 12-week course successfully completed gives the student one credit towards the BA. At foundation, second and third levels, he requires for the BA degree. There are no formal admission requirements but students with post-secondary qualifications can receive exemption credits to a maximum of six.

Tuition fees, £1400 (about £30) per course, are regarded as low.

The Rothschild Foundation has undertaken to run EU for seven years and to bear a major share of the budget. This is in accordance with its practice in two other of its pioneer educational projects in Israel, the Institute for Education and the Centre for Educational Technology. The Foundation regards these three as complementary and they are in fact in the same compound.

While many people have great expectations for EU, others have been expressing doubts about its effectiveness and necessity.

There are those who think that the existing universities with their 52,000 students, the post-secondary institutions with their 20,000 students, and the innumerable adult education courses to be found all over the country adequately meet all the tertiary education requirements of a population of about 2,250,000.

Libya

Emphasis put on manpower needs

by Alan Cane

The Libyan Government is developing a new pattern of higher education based chiefly on the needs of the State for a new generation of home-trained technicians.

Important features of the Libyan approach are the emphasis on manpower planning without precedent in the more developed countries, the development of special high schools devoted to particular technologies and courses designed to give students pride in their Arab origins.

Dr Mohamed el-Sharif, Education Minister, said in London recently that his country was trying to innovate rather than copy other patterns of education in developing countries.

"If we were to follow the usual Arab pattern," he said, "we would end up with a nation of white-collar workers and not people who are prepared to work with their hands."

The emphasis, therefore, is not wholly on university education, although with two universities at Tripoli and Benghazi with places for 16,000 students in total, the country is well equipped to provide higher education for its population of about 2,500,000.

Dr el-Sharif said that in addition to teaching engineering, education and technical subjects, the new university at Benghazi will also teach agriculture, veterinary science, and electrical engineering and electronics.

Sweden

Workers' colleges start well

from Mike Duckenfield

STOCKHOLM

Sweden's new vocational-technical colleges (*yrkesutbildningskollegor*) launched in eight places last autumn to meet the needs of workers with at least four years' experience in one of six key industries, have been highly successful in recruiting older, working-class students, according to figures recently published by the Central Statistics Bureau.

Of the 716 applicants for the colleges, 330 places, the Government decided to reserve for students who had been in the food industry—three applicants per place—and the lowest (1.5:1) for

those connected with the steel industry.

On average, the successful applicants had nine years' work experience in their industry and was 30 years old—four years older than the average student in the rest of higher education.

France

Top research centre faces closure

from George Morgan

NICE

The Collège de France, France's most prestigious centre of learning and research, is in danger of a temporary shutdown because of a chronic cash shortage. Unless more money is made available soon from Government coffers, all teaching by the college's 89 resident scholars and 25 annual visiting lecturers will be suspended from October.

As elsewhere, rising costs and higher wages are largely to blame for the current crisis. Materials required for scientific research have again increased this year, by between 30 and 40 per cent. Wages, which account for 40 per cent of the college's £1.1m budget, have also risen by 15 per cent.

In contrast, the 1975 State subsidy increased—as in former years—by only 7 per cent, well below the 13 per cent increase granted to the universities.

In 1975 the college was only saved from having to suspend its teaching during the final term by an eleventh hour injection of cash from the Secretary of State for Universities. Founded in 1530 by Francis I for the study of Ancient Greek, Hebrew and mathematics, the college claims to have been the world's first centre of fundamental research.

Office space is also at a premium. Many researchers are forced to share tiny rooms and some members of staff have no office whatsoever. Most critical of all, however, is the absence of adequate research premises. Only 10 of the 19 scientific branches represented at the college have their own research



The Collège de France: temporary shutdown may be on the way.

laboratories. In the arts, only five of the 33 departments have the use of premises for research purposes.

As a result, many of the researchers at the college, which has always prided itself on the eminence of its scholars, are obliged to pursue their work with better-equipped outside organizations such as the National Centre for Scientific Research or the Pasteur Institute.

Two of the college's science laboratories situate in the rue de Boulogne. The Paris city authorities, who own the land, have refused to renew the lease and are planning to develop tennis courts on the site. Recently it was thought that the college had found a solution to this problem. The projected transfer of the *École polytechnique* nearby to new premises in the suburbs scheduled for 1977 would have allowed the *Collège de France* to expand at little cost and avoid the threat of decentralization to a new campus in the provinces.

However, this plan has now had to be shelved following the refusal of students and staff to leave the present school in the Latin Quarter.

West Germany

Bonn moves to prevent students 'parking' for popular courses

by our correspondent

Large numbers of West German students find themselves faced with a difficult decision as a result of an inconspicuous clause in the Framework Law for Higher Education (*Rahmenhochschulgesetz*) which came into force on January 30.

Under the present method of allocating university places applicants whose *Abitur* marks are not good enough to secure them admission in the summer term of 1976, which begins this month, will be taken into consideration.

Students now following the parking courses who gain admission in their first choice subject in October, 1977, will not be affected by the new regulations. Those who have not yet decided to do so will have to decide whether to discontinue their parking studies to avoid wasting any more time or whether to carry on with their present courses and graduate in three years.

Other factors make their choice even more difficult. No reliable information is at present available about the likely competition for university places in the summer of next year and details of how the special selection procedure will operate are still being worked out.

Students who have already obtained a qualification in one subject will not be admitted to a second course unless it is complementary to their earlier studies.

In addition, an economy measure introduced by the Bonn Government last autumn means that grants to students who change their course after the end of the second term will be made only in the form of a loan.

Was Germany's student grants system to be so tight that they members are being forced to take a decision without being able adequately to assess its consequences; and that the termination of parking studies is a denial of the individual's right under the Basic Law to choose his place of study.

Professor Reinmar Jochimsen, State Secretary in the Federal Ministry for Education and Science, has pointed out, however, that the provision for the abolition of parking studies was contained in the Government draft Bill of June 1973 and has since been approved by all parties concerned.

Republic of Ireland

Planning body calls for petrol chair

from Peppy Barlow

The implications of the development of off-shore oil and gas resources for the Republic's education system, a third level are highlighted in a Department of Labour report published last week and by moves being taken by the Higher Education Authority.

The Department of Labour report, which is concerned mainly with the employment aspects of the exploitation of natural resources, called for the creation of an inter-departmental committee involving the educational and other interests involved so that educational investment can be most closely geared to the economic needs as they emerge.

The Higher Education Authority, which recently held a seminar on the topic, is faced with the problem of deciding what the appropriate response by the third-level sector should be, and where it should be located.

The chief need is seen as being the rapid establishment of a chair of petroleum technology, which would oversee study and research at postgraduate level.

While the obvious choice for the location of such a centre would appear to be Cork, the situation is not without its problems. One of them is that the geology section in University College, Cork, is comparatively small, and is certainly overshadowed by that in University College, Galway. Another problem is that Trinity College, Dublin, although not well situated from a geographical point of view, has possibly the strongest geological tradition of all, and would no doubt like to consider itself in the running.

Norway

Norwegian for foreigners

A degree-level qualification in teaching Norwegian as a foreign language has been inaugurated by the University of Oslo. It is intended to train foreign students of the language, to teach Norwegian at higher education institutions outside Norway. The course will test students' ability at teaching the language to their own countrymen.

BOOKS

Committed texts

Middle-Class Blacks in a White Society: Prince Hall Freemasonry in America
by William Alan Muraskin
University of California Press, £9.70
ISBN 0 520 02705 1

Introduction to Black Sociology
by Robert Staples
McGraw Hill, £4.50
ISBN 0 07 060840 7

Ethnicity, like gender, is a difficult topic to approach with anything like an open mind. It is an ascriptive category which plays powerfully on the social meanings already embodied in our scholarly responses. Both these books are openly "committed" texts: they do not pretend to value freedom or emotional neutrality. Both take the side of the Negro underdog in American society, but they operate in significantly different ways despite the fact that each author has sunk a good deal of psychic capital in his subject matter.

Robert Staples does not tell us whether he is black or white, perhaps because he thinks it will be self-evident, but he claims to have written a "groundbreaking" introductory text offering a "black perspective" on Afro-American life as an alternative to the hegemonic white perspective (pace Frazier) hitherto available. He does this not merely to provide a subjectively satisfying "insider's" account of Negro culture, but to build the foundations of political and social action. He writes: "It is part and parcel of our premise that sociology must have a unity of theory and action. . . . As white sociology has been a tool of oppression, Afro-American sociology must become an instrument of liberation." Thus his book must be judged on both scholarly and political grounds and one must consider whether the two criteria of judgment may prove incompatible.

William Muraskin has written a very different text. His is a carefully argued and documented analysis of Prince Hall Freemasonry in America: his black Saratons form the backbone of the Negro bourgeoisie, he explains in his eloquent preface, Jewish, Kite Jewishness, he argues, gives him the clue to "comprehending the black middle class. . . . I believe my own insignificance allows me to understand a key facet of black experience: the black middle class is simultaneously attracted and repelled by both the white middle class and the black lower class. . . . In his sensitive handling of data Muraskin displays that he has indeed grasped that most crucial and uncomfortable perception without which sociology becomes one-dimensional, that is, the centrality of paradox and dilemma: the habit of social facts to be irreducibly, insubordinately and simultaneously positive and negative for social actors.

Staples, by contrast, seems unwilling or unable to grasp the facts and costs of dilemma. For the purposes of action he needs a perspective which neatly inverts the prevailing negative valuation of the black life-style, and which can be the psychic legitimization for collective action against the moral, political and economic degradation of the negro in white society. One can understand sociologically why this blinkering occurs at precisely the point when an oppressed group begins to acquire self-consciousness, to express socially effective anger and to lay claim to dignity and respect, but it would be foolish and patronizing to pretend that the resulting analysis is intellectually adequate. Where Muraskin is intellectually and morally challenged by paradox Staples fails to recognize awkward material which does not fit his perspective, and merely leaves his text littered with unresolved contradictions. A brief make the point more substantial.

The black Masonic movement in America has been second only to the churches in embodying the values of the Protestant Ethic for the segment of blacks who have risen into the ranks of the "respectable". It has emphasized sobriety, thrift, sexual chastity, self-help, the dignity of work, respect for property and education, responsibility and civic duty. Black masonry is "secular-intellectualism" and upper bourgeois. It is a function of the negro petty bourgeoisie and upper artisanate has closely paralleled the role of Methodism in England. The debate about whether Methodism "bought off" the aristocracy of labour for capitalism has its mirror in the controversy within "black studies" of the black bourgeoisie. Muraskin does not depict the "respectable" as pathetic, chary, their achievement against all odds as portrayed as being as real as their failures and omissions; their humanity is not belittled.

Prince Hall Masonry offers a model of an life-style which dominant white society denies to most negroes while nevertheless defining it as the only proper and worthy way to live. The Masonic movement therefore gives institutional support to ghetto blacks whose hold on this status-bearing life-style is as precarious as it is precious. It offers them a multi-faceted support to their sense of leadership roles and responsibilities not otherwise open to negroes, and it has initiated large numbers of rural blacks "into the civilization" — book-keeping, commerce, investment finance and so on.

The paradoxes of the position are legion, and are well caught by Muraskin. Freemasonry by its very existence is a refusal to accept the racial status quo; it stands as a claim to belong to a prestigious international movement of brother-

hood and equality; the black Grand Master is Sarastro, not the cringing and treacherous Monastros. At the same time the movement is a defence against the contagion of poverty, irresponsibility and low status of the black masses. While the black bourgeoisie is in practice competition of the white middle class, its sense of its own dignity has led it to hold an idealistic ideal in the Masonic movement. "Man's ego does not live by narrow self-interest alone." Thus, the Masonic movement has provided the civil rights movement but has left them agonized and hamstringing by the contradictory goals and loyalties of race and respectability. Muraskin concludes: "Marginality it gives a tragic quality to black middle class life."

Staples will have no truck with such subtleties. Every aspect of the culture of the black "underdog" from soul food to criminality must be depicted as positive, rich and vital but at the same time as an epiphenomenon of white colonialism. All's for the best in the worst of all possible worlds. He quotes Fanon, does oblique obeisance to Marx and draws heavily on white functionalist sociology but he never faces the problem at the heart of his own perspective — coercive systems of colonialism challenged by the coerced and determined victim class. Where does determinism end and self-determination begin? A philosophical possibility? Two examples will be enough to show the trouble. In Staples's approach, First, he generally assumes economic determinism as the basis of race dominance he dismisses class as in some way unreal. "Class is more a subjective than an objective position", he writes whenever the data on stratification threaten him with problems such as Muraskin faces in his book.

A second example can be seen in his discussions of the Negro family. One set of texts suggests that large numbers of Negro families are headed by women; he will argue that this is a good family form, evidence of African-derived communalism; but if several pages later he summarizes studies which question the prevalence of the female-headed family among Negroes then he will revert to the common logical family form. Staples's uncreative tolerance of contradiction exists at all levels of his analysis and it would be tedious to document it fully, but one final example is instructive. In his discussion of black exiles he notes on page 130 evidence of more Negro than white homosexuality, showing a lower rate of homosexuality among Negroes than whites; both footnotes cite the same sources as articles by Staples himself. The study of discrimination needs more discrimination than this.

Bernice Martin

Museum news

The *Museum Yearbook*, to be published annually, succeeds the *Museum Calendar* as the major reference work on museums and galleries in the British Isles. The new publication is one-third larger than the old and contains information on national and regional museums, libraries, leisure and amateur societies, countryside interpretation, and the arts in general. Available from the Museums Association, 27 Charlotte Street, London W1P 2BX, at £3.00.

Bibliography

Comparative Higher Education Abroad: Bibliography and Analysis, edited by Philip G. Altbach, has been published by Praeger Publishers in cooperation with the International Council for Educational Development. It is a selective bibliography of international studies on higher education from many countries except the United States; the ICED hopes that it will be a model for an annual publication.



One of 186 woodcuts commissioned by William Caxton for his 15th edition of Aesop's Fables, which is being published in facsimile by The Scolar Press on September 24 to coincide with the opening of the Caxton Quincentenary Exhibition at the British Library. It costs £25 (£55 for the special edition). The press is also publishing facsimiles of Caxton's editions of *Morte d'Arthur* and *The Game of Chess*.

Criminal mentality

Criminality and Psychiatric Disorders
by Samuel R. Guze
Oxford University Press, £7.50
ISBN 0 19 501973 3

Criminology is still in its infancy. We are not yet in a position to answer some very basic and apparently simple questions. There are few, if any, satisfactory long-term studies of how criminals develop over the years. Professor Guze, Missouri Board of Parole and Probation, has studied, since 1959, 233 male and 66 female criminals, psychiatrically selected, using a standard research interview with repeated follow-ups and systematically studying their family background, social history, and drug dependence, alcoholism, and psychiatric disorders. He has found that crime, while primarily affecting disorders and neuropsychiatric are relatively rare.

The researchers spent much time and trouble on their task, yet the outcome will appear unsatisfactory to many criminologists and psychiatricians. The categories sound simple and straightforward enough, but do not do justice to the complexity of criminal behaviour. Even conservative American psychiatrists will be surprised that Guze has included in the official publication of the American Psychiatric Association, *Diagnostic and Statistical Manual of Mental Disorders* (4th edition, 1968). These include "Paranoid Personality Disorder", "Schizophrenia", "Manic-Depressive Disorder", "Psychophysiological (Organic) Disorders", "Depressive and Hypochondriacal Neuroses", and

"Transient Situational 'Manic' States" — reactions to arrest and prison.

But many United States psychiatrists are increasingly critical of these concepts, which regard as outdated. American psychiatry is in a turmoil, and treatment methods, mental tests and diagnostic concepts are under steady attack from within as well as without. It has ceased to be regarded as the well-established science that it was believed to be 15-20 years ago. *The Search for Psychiatry* by Z. Fuller Torrey is one of the anti-psychiatric polemics by well-known psychiatrists. The author summarizes the attack on psychiatry: "As a medical model approach to problems of human behaviour it produces confusions rather than solutions, merely reiterates that psychiatry is part of medicine and conforms to the 'medical model'."

In Britain the psychiatric model has as yet been little discussed, but it is bound to attract serious attention in the near future. Already the official Home Office publication *Report of the Committee on Mentally Abnormal Offenders* (Cmd 6244) describes the confusion created by the term "psychopath" and sees little value in using it.

It is to be hoped that the *Search for Psychiatry* will be followed by a re-evaluation of social-psychologically oriented psychiatry that does more justice to the "abnormal" person. The human being we also need to develop forensic criminal psychiatry, with practitioners who understand the situations, social background and difficulties in adjustment of offenders, and to see them more than a psychiatric label.

Melitta Schmidberg

Spatial data

Computers in Geography: A Practical Approach
by Paul M. Mather
John Blackwell, £4.95
ISBN 0 631 16870 2

Mather's book set out to fill one of the noticeable gaps in the literature on geography but sadly reminds one of the rosebud pattern eaten by the caterpillar — the appearance of a high expectation but the unfolding was disappointing.

The aim is to present clearly the elements of Fortran IV programming language to a first-year undergraduate. It is difficult to ascertain the viewpoint of one "come of age" in terms of Fortran writing. There are four chapters: the first is a general introduction to the role of computers in geography; the second, the substance of the work, gradually becoming more difficult. The second chapter explains what a computer is, starting from a detailed description of Babbage's "store" and peripheral devices outlined simply and well but occasionally phrases are used to which no meaning has been attached and one has to read through several unrelated paragraphs before the matter is explained.

In the third chapter the author sets out the elements of Fortran. Most computer languages should be taught like a mixture of the old and the new. A book such as this could make a great contribution to the postgraduate level, even more so if it contained discussion of the problems peculiar to the storage and analysis of spatial data systems.

Margaret Jeffrey

Agricultural patterns

Fields in the English Landscape
by Christopher Taylor
Dent, £5.95
ISBN 0 460 04159 2

In the past the evolution of the landscape has been evaluated generally in terms of positive additions such as buildings and roads, while the negative aspects, the destruction of the primeval forests to obtain agricultural land, has been less considered. Thus there has been reference to eighteenth century landscapes "made up of country mansions, park and regular pattern of post-enclosure farmhouses, but the eighteenth-century additions were no more than a reshaping compared with the major transformation of agriculture and the landscape that is the forest clearance and the creation of agricultural land.

One of the most marked improvements in agricultural techniques has been the reduction of the fallow, extending from the earliest bush-fallow systems, by way of the two- or three-field system and the Norfolk system to modern agricultural techniques. The reduction of the fallow has been associated with a different pattern of dividing the land, a characteristic pattern of fields. Traces of the earlier systems survive, often in an involved manner, with subsequent elements superimposed one upon another.

It is this organization of land for cultivation and pasture that provides Christopher Taylor with his central theme, but since evidence of past agricultural systems is also evidence of past social organization and population, it provides for a number of subsidiary themes. The material is organized in temporal sequence with chapters devoted to prehistoric, Roman, Saxon, early medieval, late medieval, seventeenth and eighteenth century, enclosure and modern fields. The material is very clearly described and illustrated, and the examples are taken from a wide geographical range.

The book is a very provoking study. From time to time the author makes statements that leave the reader's little breathless. Thus when discussing Roman fields in

Fortran writing prolongs the agony unnecessarily. Some of the methods used for calculation do not use the most efficient, and equally simple, programming techniques.

Chapter four is entitled "Applications" in which the authors explain how to write programs for nearest neighbour analysis, the calculation of the Spearman rank correlation coefficient, a birth-death model for lynxes and hares and stream order determination. (Fortran is also given for a linear programming algorithm and a linear regression procedure. I wonder whether the author truly believes that first year undergraduates should have a grasp of such topics or whether they provide vehicles for the introduction of more elements of Fortran. Most self-respecting computer centres will support implementations of such algorithms and the student can use these.)

A second major aim of the book is to show how problems can be reduced to a series of logical steps which can then be re-expressed in Fortran. Unfortunately this analysis is confused by words; good old fashioned flow charts would have made for increased understanding of the processes. When computer science students are in some places penalized for not using them, it is not a little arrogant to imply that computer science is not useful to them.

This book, then, is too high for first year undergraduates, both in academic standard and in price, since most of the information contained in it could be obtained more cheaply and more fully elsewhere. Where a book such as this could make a great contribution is at the postgraduate level, even more so if it contained discussion of the problems peculiar to the storage and analysis of spatial data systems.

Margaret Jeffrey

Symmetry

An Introduction to Algebraic Structures
by F. Buxton
Longman, £2.25
ISBN 0 582 3518 5

Symmetry Discovered
by J. Rosen
Cambridge University Press, £4.50
ISBN 0 521 20695 2

When a reviewer sees structures in the title of a mathematical text, intended for teachers in training (and some sixth formers) he tends to loosen the safety catch on his revolver, expecting an ill-motivated and top-heavy account of groups, rings and fields, with no indication of the (usually very deep) problems that have given rise to such concepts. Buxton dismisses the critic at once by expressing his own worries about such an approach in his preface. The book then concentrates on finite groups (as an example) getting as far as Lagrange's theorem; the treatments of rings, fields and Boolean algebra are strictly introductory. Then short accounts of product sets and equivalence relations lead on to functions.

Only in this last chapter can one pick a quarrel. The author claims to be defining a certain domain, but when the usual examples turn up (such as the reciprocal function on page 110) whose domain makes sense to the reader, it cannot be the real domain. The reader will be puzzled to find it stated that the domain is $\mathbb{R}$, and the confusion is added to by a footnote to explain that it cannot be after all. Two pages on add to the suspicion that the author, despite his definition, sees at least some functions given a flat bed of forms, with the problem of then determining suitable domains. But that is a detail; the book gives a clear elementary account of some important structures. Whether groups are important or not, the problems motivating it is as doubtful to me as it is to the author; but it is worth a try.

Rosen's book is a most useful addition to the very limited literature on symmetry. It takes a brave man to follow Weyl in this field; Rosen is also an answering note. The intended reader is first year undergraduates, so the level of treatment is much below Weyl's — indeed groups are an optional extra — but he spreads his net much further in applications, in physics though avoiding Weyl's excursions into mathematics. He has in common with Weyl a real sense of enjoyment in his subject and a realization that symmetry is to be found everywhere.

To emphasize the lightness of touch he provides throughout a wealth of quotations, all from A. A. Milne; these are nearly all as apposite as the one heading "Permutation symmetry". . . . suddenly he remembered how he and Piglet had fallen into a Heffalump trap for Poohs. . . . The idea of symmetry is set up in terms of transformations which affect a system so that its image is indistinguishable from the original system — the use of the group idea is avoidable here. This is applied first to geometrical symmetry in one, two and three dimensions (with mention of crystalline symmetry, but to temporal symmetry, where the examples spread as far as music, whose dilation of time intervals is a possible transformation). There are two fine chapters on symmetry in nature, the one on the symmetries of space and the cosmological principles, axial symmetry of rotating galaxies, starfish, snowflakes, the tetrahedral symmetry in organic chemistry, elementary particles, Bohr's law and approximations to specific problems possessing symmetry, such as electrical networks. Finally a bibliography lists over 150 references, mostly to physical applications of symmetry. There are many good photographs and some excellent diagrams, but a few of his intended readers can fail to get some useful new insights.

E. M. Yates

C. W. Kilmister

Geography's history

Regional Concept: the Anglo-American Geographical Society
by R. E. Dickinson
Routledge & Kegan Paul, £8.95
ISBN 0 7100 8372 X

Most geographers — and others in associated disciplines — are familiar with Professor Dickinson's pioneering works on the relationship between cities and their regions and his other studies of European cities. Perhaps not so many are aware of his excellent *The Makers of Modern Geography*, a history of geography before the twentieth century. The book under review is partly a sequel to this latter volume but has a more limited field. It aims only to describe the contributions made by British and American geographers to the regional concept since the 1880s. The first half of the book deals with the development of geography in Britain during the last hundred years. After a note on the chronology of the foundation of the departments of geography, Dickinson deals with the life and work of the first generation of geographers, whose work at the turn of this century was to be so influential — Patrick Geddes, Halford Mackinder and A. J. Herbertson. He then considers the leaders of later generations — F. R. Lee, R. H. S. Lytton, and D. R. Stoddart, M. Chisholm and E. H. Brown with no comment by Dickinson.

The author in fact does not seem to have made up his mind whether he is writing a history of the regional concept in the English speaking world (and if he is, surely more reference should be made to Walter Isard and his followers), or a general history of geography as an academic discipline in this century. Whatever he is trying to do, stringing together a series of pot-boiled histories does not seem to be the best way to do it. It must be said that following the thread of the argument through the labyrinth of historiography does reveal some interesting things.

For example, the influence of Patrick Geddes on the development of geography in America. Dickinson believes that the men of most influence at the beginning of this century were W. M. Davis, Mark Jefferson, A. P. Brigham and J. Russell Smith. He then turns to the influence of the Chicago school of geography and the work of its leading figures from Rollin Salisbury to Derwent Whitteley. Short biographies of Ellen Churchill Semple and Huntington are followed by yet further biographies of those geographers who were most influential in the 1930s, including C. W. Thornthwaite and O. E. Baker.

D. B. Grigg



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BOOKS

A singular tone of voice



Bertolt Brecht, whose first work "Ballad of the Dead Soldier", a satire on war, was written while training as a doctor and working in a military hospital during World War I.

Bertolt Brecht: Poems 1913-1956
edited by John Willett and Ralph Manheim with the cooperation of
Erich Fried
Eyre Methuen, £15.00
ISBN 0 413 33920 3

The hoary question about what of poetry survives in translation has always had a special and urgent relevance to German literature, richer as it is in poetry than in prose. If the question, however unanswerable it may be, has not in recent years gone unasked for long, this is because the sheer magnitude of the task—one thinks of the poetry of Bann, Hölderlin, Rilke—has seemed to foster an intrepid breed of outstanding translators. Now the question has to be asked again, but it is fitting that a translation of Brecht, for whom art involved not least the ironic re-creating of hoary questions, should come attended by irony and contradiction.

Where one, admittedly peerless, translator wrestled with Hölderlin, 34 are here tackling Brecht. Yet Brecht, unlike Hölderlin, sought to ease the translator's task in several ways. He exhorted the translator to translate "the poet's ideas and attitudes" and not to labour after formal equivalence; he set an example in his own practice by being more cavalier, more breathtakingly irreverent to his texts than the present editors acknowledge; he wrote, in later years, a pared-down "Basic German", as he called it, cutting out reverberations of *Stimmung* and intricacies of association, cutting out, in other words, at least some of the translator's plight.

To translate Brecht's poetry at this moment is not to translate a poet of acknowledged classic status but to help create that status. Brecht's reputation as a poet is very much in the making, not only because his poetry, mainly unpublished before 1960, has not had that prolonged, stable currency essential for reputations, but also because it is even now current in a most unsatisfactory form. Indeed, there is in German no single volume of Brecht's poetry even approximately as well-researched and as comprehensive as this one, no volume which in addition analyses the contents of all Brecht's own published collections, which relate a "final" text to archive typescripts, which notes all musical settings and which appends to the poems Brecht's own statements on poetry. And Brecht's poetry needs these aids, since it is a poetry ever seeking to change in poems which often knew no final version, a poetry-in-progress which underestates its own topicality. The Germans have Edgar Marasch's commentary (Winckler, 1974), not mentioned in the bibliography, but otherwise they are less well off, having only an exhaustively documented edition.

Brecht is, however, a creator not of editorial puzzles but of poems. Some five hundred are published here, a selection of the best, a part of the output (64 per cent) which, they claim, with a nice restrained magnanimity, they regard as "matured" and which alone can give a true sense of his astounding variety of forms and themes. One category of poem they exclude elsewhere (churched in the bibliography) is the "epic poem", as Brecht himself recognized by publishing them separately in a collection of his poems called *Die Balladen* (1956). Fortunately it is Brecht as his most original writer in English translation that the reader meets in this volume, perhaps the quickest to recognize the creator of language, the world of child

ended and yet intellectually compelling poems:

At the time when their fall was certain—
On the ramparts the lament for the dead had begun—
The Trojans adjusted small pieces, small pieces
In the triple wooden gates, small
And began to take courage, to hope.
The Trojans too, then.

Part of the beauty—Brecht was not averse to the word—of these poems lies in the way in which free verse heightens the angularity and the clarity of unlovely thoughts, as when Brecht justifies his own "dry, indecorous vocabulary":

So that this awful cramped coexistence
Of snowfalls (they're not merely cold, we know)
Exploitation, the lured flesh, class injustice, should not engender
Approval of a world so many-
The contradictions of so blood-
You understand.

To preserve what Brecht called the *Geist* of a speaker (an untranslatable word, as the editors' bizarre "jest" only proves) takes but does not defeat the translator. Thus, a line example, Brecht's famous injunction, "*gedenkt unsrer Mitgeschickten*", retains, differently distributed, its mixture of archaism and gritty grit in "Think of us/with forbearance". These words conclude Brecht's most famous long poem and it is indeed the outstanding achievement of this collection that it does justice to the longer free-verse poems of the 1930s in which the changing pace and the modulations of a vivid, sustained argument are so crucial.

All is not argument and dialectical thrust in Brecht's free verse. There are simpler matters, simpler perhaps than English readers may expect. Thus, naturalness and formality are as delicately balanced in the translation as in Brecht's original sketch of the two rows:

... Neben einander, auf der
Sprecherin sie, Sprecherin
Ridam ala neben einander...
... paddling abreast
They talk, talking
They paddle abreast.

Simplicity of that order does, however, need a context. Brecht's "rhymless" verse with irregular rhythms, as he always called it, has two such contexts, one inaccessible to translation, the other difficult but not impossible to convey. The one involves the German language, less loose-limbed than English and more prone to witness the poetry of Expressionism when Brecht was young and the prose of National Socialism when he was mature—to the unreflexed and a crowd. Brecht's often unreflexed, secular simplicity gains sharper definition through that hostile context. The other context is that provided by his own poetry, notably by the regular, often rhymed verse which he continued to write. This volume makes it possible to set his highly individual free verse against more formal modes.

In later years, wishing to emphasize new directions rather than old habits, Brecht tended to overstate his rejection of regular verse. In traditional forms, metre, rhyme and, for example, ballad, sonnet, which he followed as closely as possible, he found a way to his own verse and an obvious gain is that its diversity is preserved. But Brecht is very clearly for the gain. Brecht, artfully, simply, dartsly balance and it is easily upon the grain of trying too hard for a perfect correspondence. For example, the first line of the poem *Die Ballade vom Kutter Wind* is translated as *Wind, der alle die Welt kennt*. The second line is *Als ein Wind, der alle Welt kennt*. The third line is *Als ein Wind, der alle Welt kennt*. The fourth line is *Als ein Wind, der alle Welt kennt*. The fifth line is *Als ein Wind, der alle Welt kennt*. The sixth line is *Als ein Wind, der alle Welt kennt*. The seventh line is *Als ein Wind, der alle Welt kennt*. 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